CONNECTING
CLASSROOMS

ISA DOSSIER 2020-21

Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan, Nepal Contact No.: +977-9855088601
Website: https://www.bhimodayass.edu.np
E-mail: schoolbhimodaya@gmail.com

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1. **Brief Introduction of the School:**

Bhimodaya Secondary School (BSS) lies in Kalika -5, Chitwan. It was established in 2027 BS with an affiliation from Nepal Government. With a history stretching back over 49 years, providing quality education within a modern educational environment and strong academic staffs, Bhimodaya Secondary School is strongly identified with its academic excellence and homely environment. Since its inception and foundation, BSS has assumed a pivotal role in educating marginalized and disadvantaged people of the community. BSS has been providing quality education to the students by providing access to modern education facilities. Now, BSS has been running classes from Nursery to class-Twelve. The school is fully devoted in producing competent and skilled students. The school has been running in English medium from early child class to twelve. BSS is ranked 4th qualitative school in the district in the prescriptive of BLE, SEE & HSEB results. It is recognized as ICT practiced school in the district. Each teacher has a laptop here. The school has prioritized the use of ICT in the recent years.

Details of School

S.N.	Details	
1.	School Name in Devanagari (Nepali)	भीमोदय माध्यमिक विद्यालय
2.	School Name in English	Bhimodaya Secondary School
3.	Address of School	Kalika-5, Padampur, Chitwan, Nepal
4.	Province	Bagmati
5.	Constitution Number of Federal Parliament House of Representatives	2
6.	Constitution Number of Provincial Parliament House of Representatives	Ka
7.	Municipality	Kalika
8.	Ward No.	5
9.	Name of Tole, where School is situated	Bhimpur
10.	Contact Number of School	056-621024, 9855088601
11.	Name of Principal	Dr. Hari Prasad Kadel
12.	Mobile Number of Principal	+977-9855062731
13.	Name of SMC Chairperson	Mr. Amrit Shrestha
14.	Mobile Number of SMC Chairperson	9855061783
15.	E-mail address of School	schoolbhimodaya@gmail.com
16.	Website of School	https://www.bhimodayass.edu.np
17.	**Code Numbers of School**	
	Basic Level Examination (BLE):	4205
	Secondary Education Examination (SEE):	34010
	National Examination Board (NEB):	3560
	Education Management Information System (EMIS):	350280006
18.	Classes running in School	0-12 (Nursery to Class 12)
19.	GPS Location of School (Google Map)	27°68'N, 84°50'E
20.	No. of Teachers	70

2. **Vision:**

BSS will be an academically sound, economically self-sustained, socially responsible and culturally harmonious Centre of excellence both as an academic institution providing highly demanding quality education; and as an international Centre disseminating knowledge of local / district level quest and demand.

3. **Mission:**

The mission of BSS is to develop itself as a leading academic institution that will provide equal opportunity of quality education for all around its catchment area. The guiding principles of this institution are quality, financial sustainability, clean, green & peace environment.

4. **Recognition:**

Ministry of Education (MOE), Nepal recognizes BSS for its precious academic history and excellent results. Higher Secondary Education Board (HSEB) has selected this School for Second Higher Education Programme. Since 2066 BS, BSS has extended its education in Padampur VDC aiming to provide access to higher education for the rural, underprivileged and students from remote areas such as Shaktikhor, Dahakhani, Jutpani and Padampur VDCs. The School runs Pure Science, Plant Sciene, Management and Education streams in grade 11 and 12 level.

5. **Students Record (2078 B.S.)**

S.N.	Class	No. of Students (2078 B.S.)		
		Girls	Boys	Total
1.	ECD	81	90	171
2.	Class – 1	18	22	40
3.	Class – 2	20	22	42
4.	Class – 3	20	27	47
5.	Class – 4	32	30	62
6.	Class – 5	44	31	75
7.	**Total 1 – 5**	**215**	**222**	**437**
8.	Class – 6	40	52	92
9.	Class – 7	30	37	67
10.	Class – 8	47	47	94
11.	**Total 6 – 8**	**117**	**136**	**253**
12.	Class – 9	105	79	184
13.	Class – 10	126	90	216
14.	**Total 9 – 10**	**231**	**169**	**400**
15.	Class – 11	94	81	175
16.	Class – 12	96	64	160
17.	**Total 1 – 12**	**190**	**145**	**335**
18.	**Grand Total**	**753**	**672**	**1425**

6. **School Management committee (2078 B.S.)**

S.No.	Designation	Name	Mobile Phone
1.	Chairman -SMC	Amrit Shrestha	9855061783
2	Member- SMC	Machhencdra Pandey	9845047957
3	Member- SMC	Gopaljee Gupta	9855057050
4.	Member- SMC	Mahesh Shrestha	9855063308
5.	Member- SMC	Shanti Mahato	9860590676
6	Member- SMC	Bhagwati Aryal	9851162182
7	Member- SMC	Giyan Mahato	9845146459
8	Teachers' Representative – SMC	Rana Bahadur Gurung	9855050201
9	Principal (Secretary) – SMC	Dr. Hari Prasad Kandel	9855062731
10	Chairman – PTA	Uttar Kumar Adhilkari	9845219401
11	Coordinator – Advisory Board	Narayan Bahadur Bhattarai	9855058212

Further more: https://www.bhimodayass.edu.np/

Message from School Principal

It gives me immense pleasure to clear that our institution has outstanding and praise worthy academic environment with full phase (Class Nursery to Twelve) English Medium Classes. I would like to thank all the teaching and non-teaching staffs, parents, guardians, students, supporters and anonymous hands for striving efforts. We always believe in quality education which can fulfill the expectation and demands of quality life.

I believe a school is a place for students to make strong foundation for their future career. Total school management designs day to day teaching learning activities, implements, monitors, evaluates them and redesigns activities for better outcome of each child every term and every year following certain criteria and framework.

We are committed to install knowledge, skills, responsibility, discipline and commitment. It will be possible only through hard, caring and dedicated efforts of all. We all know that our school has sound environment where all qualities are possible. We are on the process of becoming a model school throughout the district.

Covid-19 came up with new challenges in everyone's life and the ISA Journey didn't remain untouched, but as a school leader there is always fun working out of box. Though most of our activities were accomplished before the announcement of lockdown, few were left. It was not easy for us to meet the ISA parameters and complete task on due date but, it is said that nothing is impossible rather challenge comes with an opportunity. It has been proved as a tool for deeper learning. ISA project came up as a milestone to change the challenge into opportunity. It encouraged us to remain in touch with parents and our children even in this pandemic. With the utmost cooperation of our parents, we could accomplish some leftovers by door to door home visit and virtual gatherings. We didn't ignore the fact that physical distancing and the necessary precautions are very important.

All the above achievements are the ultimate result of ISA. It modified the teaching learning activities in our school and the concept of teachers and parents so far. By bringing the parents in the mainstream and involving in various activities, it also taught parents the good parenting and accepts the fact that parents are the best teachers. I would like to thank ISA Coordinator and all the heads of 8 projects for their outstanding performance in accomplishing their projects within time bound in spite of an adverse effect of covid-19 pandemic. I am indebted to Mrs. Urvashi Chauhan Khadka for her continuous assessment and constructive feedback. Hence, I acknowledge British Council for introducing the amazing and outstanding program.

Sincerely,
Dr. Hari Prasad Kadel
Principal

Experience of the ISA Co-ordinator

Having a golden opportunity to be a part of ISA Project launched by British Council is really a matter of pride. Nothing ever becomes real till it is experienced. In fact, experience is the teacher of all the things. The journey of ISA in our school has been filled with excitement and unforgettable adventure for all the stakeholders of our school, especially for teachers, students including non-teaching staff until the completion of all the different projects.

As a part of ISA action plan, the school planned and executed 8 different projects for students of different age groups and works on them with full effort. These projects were collaborated with national and international schools to meet international dimensions. There were fascinating and enthusiastic for young leaners. They were exposed to learn multiple languages, Nature and animal conservation practices, interviewing skill with community people, activities to deal with institutional heads, visit to conservation office and local authority to acquire respective knowledge.

When our memorable journey to ISA started in February 2020, we decided to run different projects leading by enthusiastic and energetic project heads. Project No.1 Deals with conservation of one horned rhino entitled "Save Me, I AM In Danger" led by Mr.Yadav Prasad Neupane. Project No.2 is entitled "What's fault in Being a Daughter?" is led by Mrs. Sabitri Bhattarai dealing with women's empowerment of the Bote community. Similarly project No. 3 entitled "Tharu's Spinning Sticks" led by Mr. Ajaya Mahato is related to culture and customs. All of these were continued with international partner school. Similarly the public-private partnership project no.4 entitled "Slow sand filtration" was led by Mr. Ganesh Paudel, 20% Local Curriculum, Project No.5 was led by Mr. Subash Bidari concerning with Banana Farming" The two in-school Project No. 5 & 6 entitled "Room Room, Any Room For Mushroom!" and "Our school, An Eco-Friendly School " were led by Mr. Santosh Bhandari and Mr. Kishor Shreshtha respectively. A supplementary project no. 8 entitled "Nepalese Students, and English Language" was led by Mrs. Maya Lohani.

Through ISA project the students were introduced to new learning technologies and methodologies of collaboration to explore their creativity and innovation. ISA project gives strong foundation to the child with the most innovative educational techniques, which includes audiovisual aids, digital tools etc. for all round personality development of child Each day were exposed to different exciting activities that not only increased their knowledge and understanding of various concepts but also gave them an exposure to enrich learning experiencing that helped them to extend their knowledge beyond the text book.

The teachers and staffs of the school were found enthusiastic about the ISA project and gave their effort to the fullest. The ISA project helped us with our leadership skill and event organizing skill. They became more familiar with the modern and digital technology than before. Through this project our teachers were able to constantly improving teaching methodology. They learned to manage the classroom in variety of ways to teach young students giving practical knowledge and learning with fun. Working on various ISA projects gave us an opportunity to reveal our hidden talent and potentialities.

Throughout the project period global spread of Coronavirus Disease 2019 (COVID-19 has changed daily life in many ways for many people, all the schools have been closed due to this lethal disease, and we too were affected from this pandemic. We have no opinion than other to complete our projects mostly thoroughly virtual classes. I really appreciated my students for their passion of learning during lockdown of the country. The most effective part of this journey was activity and evidence- based teaching learning experience and sharing our knowledge and skill to our teachers, national and international partners, parents and our beloved kids.

I am very glad that we have undertaken ISA Projects for motivating and nurturing the students and to become global citizens. I consider this ISA project period as a productive time for me to work on variety of topics and relate them to my experiences. I have thoroughly enjoyed the amazing journey of learning along with my students, teachers and staffs through the year. I would like to express my sincere gratitude to the school management committee teachers and parents of the school for consistent cooperation, support and encouragement to perform better. I would like to express my hearties gratitude to our dynamic principal Dr. Hari Prasad Kadel who supported in completion of all the projects. My special thanks go to British Council for introducing such platform to enhance my teaching career.

Mr. Indranath Paudel
ISA – Coordinator

Kalika Municipality
OFFICE OF THE MUNICIPAL EXECUTIVE

Redcrossgram, Chitwan

Bagmati Province, Nepal

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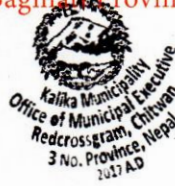
Date: Friday,22 october,2021

Subject: Message from Kalika Municipality Education Section.

Kalika Municipality Education Section is pleased to know that Bhimodaya Secondary School has been nominated for the International School Award Accreditation under connecting classroom programme of British Council .We hereby acknowledge the subject and activities performed by Bhimodaya Secondary School. We are delighted to be informed about the project being run by this school. The school has been doing various activities in collaboration with a Chitrawan Secondary School and various other international schools based on the Curriculum of Nepal meeting the concept of SDG goals and Global Citizenship. The School is undertaking following activity-based projects:

1. Save me, I am in danger: Collaborative project with international partner.
2. What a fault being a daughter? : Collaborative project with international partner.
3. Tharu Spinning Sticks: Collaborative project with international partner.
4. Slow sand filtration: Public private partnership with international dimension.
5. Our school, An Eco- friendly school: In school project with an international dimension.
6. Room Room any Room for Mushroom! : In school project with an international dimension.
7. भीमोदय सेरोफेरो - केरा खेति : 20% Local Curriculum project.
8. Nepalese Students and English Language: Supplementary project with an international dimension.

We would cordially like to thank British Council Nepal for introducing such an amazing project which enhances the creativity and learning desire of the children and build up the capacity of teacher with the active participation of student, teacher, guardians and the community. On the other hand it teaches the children how to respect and being respected globally by meeting the SDG goals.

Narayan Prasad Wagle

Under Secretary

Under Secretary

Certificate of Connecting Classroom by British Council

BRITISH COUNCIL

UKaid

CONNECTING CLASSROOMS

Professional development for teachers

Teaching digital literacy

Certificate of completion

This is to certify that

Santa Prasad Bot

Attended a participatory course on Teaching digital literacy

held in Chitwan, Nepal.

Date: 18 January 2020

Professor Jo Beall,
Director Education and Society, British Council

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Date 7 November, 2019

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SMC Board Decision of Selecting ISA Project and ISA Coordinator

आज मिति २०६६ साल कार्तिक ४ गतेका दिन यस श्री भीमोदय मा. वि. का विद्यालय व्यवस्थापन समितिका अध्यक्ष श्री अमृत श्रेष्ठ ज्यूको अध्यक्षतामा बसेको बैठकको उपस्थिति, प्रस्ताव एवं निर्णय निम्नानुसार रहेको छ।

उपस्थिति:

अध्यक्ष वि. व्य. स.	श्री	अमृत श्रेष्ठ
सदस्य "	श्री	धर्मेन्द्र आचार्य
" "	श्री	बल बहादुर श्रेष्ठ
" "	श्री	सीता गिरी
" "	श्री	गीता घिमिरे
" "	श्री	मँजु चौधरी
" "	श्री	जियन महतो
" शि. प्रतिनिधि	श्री	इन्द्र प्रसाद अधिकारी
स. सचिव	श्री	डी. हरी प्रसाद पौडेल
अध्यक्ष शि. अ. संघ	श्री	उत्तर कुमार अधिकारी
संयोजक - सल्लाहकार	श्री	नारायण बहादुर महराई
स. प्र. अ.	श्री	विष्णु प्रसाद अधिकारी

प्रस्ताव र निर्णयहरु

प्रस्ताव नं. १ - सामाजिक परीक्षण गराउने सम्बन्धमा।

निर्णय नं. १ - प्रस्ताव नं १ माथी छलफल गर्दा यस श्री भीमोदय मा. वि. कालिका - ६ चितवनको आ. व. २०६५/०६६ को सामाजिक परीक्षण गत वर्षझैं सामाजिक परीक्षण समितिबाट नै गराउने भन्ने सर्व सहमत निर्णय गरियो।

प्रस्ताव नं. २ - अन्तिम लेखा परीक्षण सम्बन्धमा।

निर्णय नं. २ - प्रस्ताव नं २ माथी छलफल गर्दा यस श्री भीमोदय मा. वि. को आ. व. २०६५/०६६ को अन्तिम लेखा परीक्षण को लागि कालिका नगरपालिकाको कार्यालयमा लेखा परीक्षक नियुक्तिको लागि सिफारिस गर्ने भन्ने सर्व सहमत निर्णय गरियो।

प्रस्ताव नं. ३ शिक्षक तथा कर्मचारी र स. का. को तलब वृद्धि अनुमोदन सम्बन्धमा।

निर्णय नं. ३ - प्रस्ताव नं. ३ माथी छलफल गर्दा यस विद्यालयमा कार्य गर्दै आउनु भएका तपसिलका निजी स्रोत शिक्षक कर्मचारी र स. का. को पारिश्रमिकमा तलब वृद्धिको लागि गठन भएको समितिको प्रतिवेदन तथा व्यवस्थापन समितिको राय सल्लाह एवं विचार विमर्श अनुसार तपशिल अनुसार मासिक

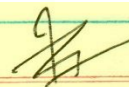
प्रस्ताव नं. ९ शिक्षक छनोट उप समिति गठन सम्बन्धमा ।
निर्णय नं. ९- प्रस्ताव नं. ९ माथी छलफल गर्दा यस विद्यालयमा कक्षा ११ र १२ को अनुदान दरबन्दी अंग्रेजी विषय र निजी स्रोत अन्तर्गत कक्षा ११ र १२ को स्वास्थ्य शारीरिक विषय र कक्षा ६ देखि कक्षा १० सम्म कम्प्युटर विषयको रिक्त शिक्षक पद पूर्तिको लागि तपसिल अनुसारको शिक्षक छनोट उप-समिति गठन गरिएको व्यहोरा सर्व सहमत निर्णय गरियो ।

तपसिल
(अनुदान दरबन्दी कक्षा ११ र १२ अंग्रेजी विषय)
- संयोजक : बल बहादुर श्रेष्ठ
विषय विशेषज्ञ :-
नगर शिक्षा प्रमुख :-
सदस्य :- शान्ती चौधरी
स. सचिव :- डा. हरि प्रसाद पौडेल
(कक्षा ११ र १२ का शारीरिक विषय र कक्षा ६-१० कम्प्युटर विषय)
संयोजक :- धर्मेन्द्र आचार्य
विशेषज्ञ :-
नगर शिक्षा प्रमुख :-
सदस्य :- रीता चौधरी
स. सचिव :- डा. हरि प्रसाद पौडेल

प्रस्ताव नं. १० - International coordinator नियुक्त गर्ने सम्बन्धमा ।
निर्णय नं. १० - प्रस्ताव नं १० माथी छलफल गर्दा यस विद्यालय र ब्रिटिश काउन्सीलको साझेदारी कार्यक्रम संचालन गर्नको लागी एक जना International Coordinator नियुक्त गर्नु पर्ने भएकोले सो का लागि यस विद्यालयका मा. वि तहमा अंग्रेजी शिक्षक श्री इन्द्रनाथ पौडेललाई Coordinator को रुपमा नियुक्ति गर्ने भन्ने सर्व सहमत निर्णय गरियो ।

प्रस्ताव नं. ११ - सामाग्री खरिद गर्ने सम्बन्धमा ।
निर्णय नं ११- प्रस्ताव नं. ११ माथी छलफल गर्दा यस विद्यालयमा विज्ञान विषय यसै शै. स. बाट संचालनमा आएको र यसको लागी प्रयोगशाला निर्माण कार्य समेत सम्पन्न भै सकेको हुँदा सो का लागि आवश्यक सामाग्री तथा ECD र विज्ञान प्रयोगशाला का लागि आवश्यक सामाग्री विषय शिक्षक र विद्यालय व्यवस्थापन समिति मार्फत खरिद गर्ने भन्ने सर्व सहमत निर्णय गरियो ।

SMC Board Decision of Project Co-ordinators

आज मिति २०६६ साल पौष ११ गतेका दिन यस श्री भीमोदय मा.वि. कालिका - ५, चितवनका विद्यालय व्यवस्थापन समितिका अध्यक्ष श्री अमृत श्रेष्ठ ज्यूको अध्यक्षतामा विद्यालयका शिक्षक कर्मचारी एवं वि.व्य.स. पदाधिकारीहरु बिच हुने ब्रिटिस काउन्सिल अन्तर्गतको ISA सम्बन्धि अभिमुखीकरण कार्यशालामा निम्नानुसार उपस्थिति रह्यौं ।

उपस्थिति

१) अध्यक्ष - वि.व्य.स. श्री अमृत श्रेष्ठ
२) सदस्य " " श्री धर्मेन्द्र आचार्य
३) " " " श्री बल बहादुर श्रेष्ठ
४) " " " श्री सीता गिरी
५) " " " श्री गीता घिमिरे
६) " " " श्री मञ्जु चौधरी
७) " " " श्री जिवन महतो
८) प्र.अ. " " श्री इन्द्र प्रसाद अधिकारी
९) स.स " " श्री डा. हरि प्रसाद कँडेल
१०) अध्यक्ष शि.अ.संघ श्री उत्तर कुमार अधिकारी
११ संयोजक - प. समिति ~~शिक्षक अभिभावक~~ (नारायण व. भट्टराई
१२) स.प्र.अ. श्री विष्णु प्रसाद अधिकारी
१३) शिक्षक मा.वि इन्चार्ज श्री इन्द्रनाथ पौडेल
१४) " श्री राम प्रसाद खनाल
१५) " श्री मोतिलाल गिरी
१६) " श्री प्रदिप कुमार चौधरी
१७) " श्री राम बहादुर गुरुङ
१८ " श्री विष्णु गिरी
१९ " (आ.व. इन्चार्ज) श्री शिव प्रसाद सापकोटा
२० " श्री यादव प्रसाद न्यौपाने
२१ " श्री प्रवीण कुमार चौधरी
२२ " श्री सरोज भट्टराई
२३ " श्री ठाकुर लामिछाने
२४ " श्री बलराम घिमिरे
२५ " श्री दिपकराज पौडेल
२६ " श्री पोषराज अर्याल
२७ " श्री सन्त प्रसाद बोटे
२८ " श्री विष्णु कुमारी दाहाल
२९ " श्री प्रकाश भण्डारी

३० शिक्षक (कृषि प्रशिक्षक) श्री सन्तोष भण्डारी
३१ " (" स. प्रशिक्षक) श्री किशोर ओपट
३२ " श्री मायादेवि लोहनी
३३ " श्री गंगा चौलागाई
३४ " श्री शारदा कुमारी खरेल
३५ " श्री डिल बहादुर तमाङ
३६ " श्री संकर घिमिरे
३७ " श्री सावित्री गलामिझान
३८ " श्री सुमन पौडेल
३९ " श्री गणेश पौडेल
४० " श्री नुतन बाग्ले
४१ " श्री अजय महतो
४२ " श्री यशोदा अधिकारी
४३ " श्री अमृत चौधरी
४४ " श्री रञ्जना ओपट
४५ " श्री सन्तोषी रेग्मी
४६ " श्री अोमित चौधरी
४७ " श्री अर्जुन खनाल
४८ " श्री विष्णु अधिकारी
४९ " श्री केशव आचार्य
५० " श्री नवराज अधिकारी
५१ " श्री नवीन पौडेल
५२ " श्री सुवास पण्डित
५३ " श्री उर्मिला बिष्ट
५४ " श्री किमला भट्टराई
५५ " श्री प्रकृती मर्दानिया
५६ " श्री सुवास विडारी
५७ कर्मचारी श्री भेषराज पौडेल
५८ " श्री लक्ष्मण ओपट
५९ " श्री हरिहर लामसाल
६० " श्री मिना तिमल्सीना
६१ " श्री ~~माधव~~ सविना महतो
६२ " श्री माधव प्रसाद घिमिरे

प्रस्ताव एवं निर्णयहरु

प्रस्ताव नं-१ ISA व्यवस्थापन र कार्यान्वयन समिति गठन सम्बन्धमा/

निर्णय नं -१ प्रस्ताव नं -१ माथी छलफल गर्दा यस विद्यालयमा ब्रिटिस काउन्सील अन्तर्गतको ISA कार्यक्रमलाई कुशलतापूर्वक अगाडि बढाउनको लागी निम्नानुसार विषय प्रमुख चयन गरिएको व्यहोरा सर्व सहमत निर्णय गरियो।

१) प्रधानाध्यापक - डा. हरि प्रसाद बँडेल
२) शिक्षक श्री इन्द्रनाथ पौडेल
३) " श्री यादव प्रसाद खोपा
४) " श्री ठाकुर लामिछाने
५) " श्री सन्तोष भण्डारी
६) " श्री सुवास घिमिरे
७) " श्री सावित्री लामिछाने
८) " श्री गणेश पौडेल
९) " श्री मायादेवी लाहमी
१०) " श्री अजय महतो।

SMC Board Decision about the Evaluation and Declaring the Completion of ISA Project

आज मिति २०७८ असोज २० गते बुधवारका दिन यस श्री ओमोदय नमूना माध्यमिक विद्यालय [illegible]-५ चितवनका विद्यालय व्यवस्थापन समितिका अध्यक्ष श्री अमृत कुमार ढोकल ज्यूको अध्यक्षतामा बसेको बैठकको उपस्थिती प्रस्ताव र निर्णय निम्नानुसार रहेको छ।

उपस्थिती

१) अध्यक्ष वि. व्य. स. श्री अमृत ढोकल
२) सदस्य " " श्री महेन्द्र पाण्डे
३) " " " श्री गोपालजी गुप्ता
४) " " " श्री शान्ति महतो
५) " " " श्री भगवती अर्याल
६) " " " श्री महेश ढोकल
७) " वडाप्रतिनिधि श्री जियन महतो
८) " शिक्षक प्रतिनिधि श्री राना बहादुर गुरुङ
९) " सचीव श्री डा. हरि प्रसाद कँडेल
१०) सल्लाहाकार समिति संयोजक श्री नारायण बहादुर भट्टराई
११) अध्यक्ष शि. अ. संघ श्री उत्तर कुमार अधिकारी
१२) स-प्रधानाध्यापक श्री राम प्रसाद खनाल

प्रस्ताव तथा निर्णयहरु

प्रस्ताव नं.१- नवनियुक्त शिक्षकहरुको तलब निर्धारण गर्ने सम्बन्धमा.

निर्णय नं.१- माथिको प्रस्ताव नं.१ माथि छलफल गर्दा नि.मा.वि. निजस्रोत शिक्षकहरु बिन्दु ढकाल (नेपाली विषय) र पार्वती कार्के (गणित विषय) शिक्षकहरुलाई असार- २० गतेबाट लागू हुने गरी तलब दिने निर्णय गरियो साथै निजहरुको तलब स्केल मासिक रु २०,५००।- (बीस हजार पाँच सय) हुने निर्णय सर्वसम्मत निर्णय गरियो।

प्रस्ताव नं.२- बस चालक र सहयोगी कर्मचारी विज्ञापन गर्ने सम्बन्धमा।

माथिको प्रस्ताव नं.२ माथि छलफल गर्दा यस विद्यालयका लागि १ जना बसचालक र २ जना सहयोगी महिला कर्मचारी आवश्यक भएकोले उक्त बस चालक र सहयोगी कर्मचारीहरु नियुक्तीका लागि विज्ञापन गर्ने निर्णय गरियो साथै उक्त कर्मचारीहरु करारमा राख्ने निर्णय समेत गरियो।

प्रस्ताव नं.३- शिक्षक छनौट समिति गठन गर्ने सम्बन्धमा।

निर्णय नं.३- माथिको प्रस्ताव नं.३ माथि छलफल गर्दा मिति ०७८।०६।०६ को विज्ञापन अनुसार यस विद्यालयका लागि आवश्यक मा.वि. तह द्वितीय श्रेणी अनुदान वालो विज्ञान शिक्षक १ जना र सोही तहको भौतिकशास्त्र विज्ञान शिक्षक १ जना छनौट गर्नुपर्ने भएकाले सो कार्यका लागि तपशिल अनुसारको शिक्षक छनौट समिति गठन गर्ने निर्णय गरियो।

तपशिल

१ संयोजक (वि. व्य. स. अध्यक्ष) श्री अमृत ढोकल
२. सदस्य : गोपालजी गुप्ता

३) सदस्य: श्री शान्ति महतो

४) सदस्य: (शिक्षक प्रतिनिधि):

५) " (नगर शिक्षा अधिकारी):

६) सदस्य सचिव: श्री डा. हरि प्रसाद कँडेल

प्रस्ताव नं ४, तलब समायोजन सम्बन्धमा ।

निर्णय नं ४, माथिको प्रस्ताव नं ४ माथि छलफल गर्दा नेपाल सरकार र विद्यालयको आन्तरिक स्रोतबाट तलबभत्ता खाँदै आउनुभएका स.का. र विद्यालय सहयोगीले तलब सुविधामा समायोजन गर्नुपर्ने भएकोले नेपाल सरकारले निकासा गर्ने रकम योग गरी तपशिल अनुसारको स.का. तथा विद्यालय सहयोगीको तलब स्केल तपशिल अनुसार निर्धारण गर्ने भन्ने सर्वसम्मत निर्णय गरियो।

तपशिल

१) रञ्जना बोहरा (स.का.) रु १८०००।-

२) सन्तोषी रेग्मी (स.का.) रु १६६८००।-

३) ओसिन चौधरी (" ") रु १६६४००।-

४) लक्ष्मण डोटल (विद्यालय सहयोगी) रु १६६५००।-

प्रस्ताव नं ५, विद्यालय विकास चन्दा सम्बन्धमा ।

निर्णय नं ५, माथिको प्रस्ताव नं ५ माथि छलफल गर्दा यस विद्यालयमा कक्षा नर्सरी कक्षा ५ सम्म अध्ययन गर्ने विद्यार्थीहरुको विद्यालय विकास मासिक चन्दा तपशिल अनुसार वृद्धि गर्ने भन्ने सर्वसम्मत निर्णय गरियो ।

तपशिल

कक्षा	साबिकको विद्यालय विकास चन्दा	हालवृद्धि	जम्मा
नर्सरी/L.K.G/U.K.G	रु १०००।-	रु १५००।-	रु २५००।-
१ - ३	रु १५००।-	रु १५००।-	रु ३०००।-
४ - ५	रु २०००।-	रु १५००।-	रु ३५००।-

प्रस्ताव नं ६, योजना माग गर्ने सम्बन्धमा ।

निर्णय नं ६ माथिको प्रस्ताव नं ६ माथि छलफल गर्दा यस विद्यालयमा यस वर्ष कालिका नगरपालिकाको कार्यालयसँग तपसिल अनुसारको कार्ययोजनाका लागि आर्थिक सहयोग अनुदान सहयोग माग गर्ने भन्ने सर्वसम्मत निर्णय गरियो ।

i) १०० थान कक्षाकोठा फर्निचर निर्माण योजना

ii) साइकल स्टेण्ड निर्माण योजना

iii) मुख्य भवनको भुईं र भर्याङमा मार्बल राख्ने योजना

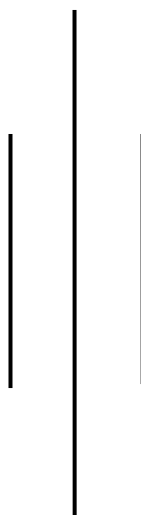
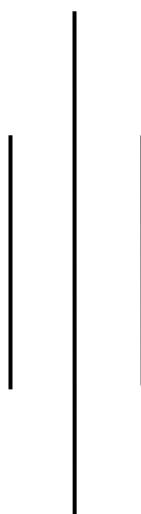
प्रस्ताव नं ७ ISA Project हरुको मूल्यांकन सम्बन्धमा ।

निर्णय नं ७ माथिको प्रस्ताव नं ७ माथि छलफल गर्दा British Council मार्फत सन २०२०।२१ को लागि सञ्चालित ISA कार्यक्रम अन्तरगतका ८ वटा प्रोजेक्टहरु सञ्चालन गर्न विद्यालयको ISA समूह शिक्षक र विद्यार्थीहरु सक्रिय रहेको पाइयो। Covid महामारी बीच पनि यो project हरु

कुशलतापूर्वक सम्पन्न गर्नुभएकोमा सबैलाई धन्यवाद प्रकट गर्ने निर्णय गरियो। साथै यसका लागि सहयोग गर्ने British Council र त्यसका कार्यक्रम सहयोगीहरु सबै प्रति हार्दिक आभार व्यक्त गर्ने निर्णय गरियो।

Partner Schools

S.No.	Project Title	Partner school
1.	Save me, I am in Danger	TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL, Taiwan
2.	What a fault in being a daughter?	PINEWOOD SCHOOL, Delhi
3.	Tharu Spinning Sticks	GOVT GIRLS ELEMENTARI SCHOOL, Pakistan
4.	Slow sand Filtration	Chitrawan Secondary School, Kalika-2,Chitwan
5.	Our school, An Eco- friendly school	
6.	Room Room any Room for Mushroom!	
7.	भीमोदय सेरोफेरो (केरा खेती)	
8.	Nepalese Students and English Language	

Audit Report

Prepared By
Bhimodaya Secondary School, Kalika-5, Chitwan

January 16, 2020

Audit Report

Name of school: Bhimodaya Secondary School

Name of person responsible for the audit: Dr.Hari Prasad Kadel

Date of audit: 2020/01/13

Please note that boxes will extend as text is entered.

1. **Curriculum activities**

Subject	**Age of young people**	**Short description of activity and countries studied**
Early schooling	Below 5/6	We haven't experienced with international school directly .But we have read the news & literature of foreign school system how they are doing best the quality education. Singapore & Finland education is highly appreciated in the world.
Mid school	6-10	Singapore emphasis math & science where as china emphasis on Mathematics in lower secondary levels.
Higher Sec.	11-14/15	Singapore has polytechnic & technical education in secondary level.

2. **Cross-curricular activities**

Subjects involved	**Details of international activity**
Health & Environment	We did in school programme in the following international days. Students Rally with play cards on International AIDS day Debate programme on International Children day Inter school Poet competition on International Day of Forests.

3. **Assemblies**

Age of young people	**Themes**
15/16	Australia Wildfires: Everything You Need To Know A Friday talk programme was conducted in association with District Forest conservation office for 30 students on January 5, 2020.

4. **Visits at home and abroad**

Age of young people	**Subject**	**Purpose of visit**	**Country**
10- 14	Educational Tour	As an Educational Tour, student went to Darjeeling & visited national zoo of Darjeeling .They knew wild life & conservation as well as tourism.	India

5. **Exchanges (young people)**

Age of young people	**Subjects**	**Purpose of exchange**	**Country**
Na	Na	NA	Na

6. **Head teacher, teacher and non-teacher visits/visitors**

Name of educator	**Subject**	**Purpose of visit**	**Country**
JNU SU	Study visit	Literature review for Research study	India

Shree Bhimodaya Secondary School Kalika Municipality-5, Chitwan Estd. 2011

7. **Exchanges (educators)**

Name of educator	Subject	Country and purpose of exchange	Date	Year group
NA	Na	Na	Na	Na

8. **Links with schools overseas**

Name of school	Country	Brief description of activity and subjects involved	Methods of communication
Wu-Ling Senior High School	Taiwan	Just about project collaboration	Katherine Liao, a Teacher from Taiwan public school talks via messenger
Shivalik Cambridge College Agra, Uttar Pradesh	India	Just about project collaboration	Saloni Gupta, a Teacher from Agra School Delhi, India talks via messenger

9. **Links with other schools in UK**

Name of school	Region	Brief description of activity and subjects involved	Methods of communication
Na	Na	Na	Na

10. **Other details**

Activity	Age of young people	Brief description of activity and subjects involved	Methods of communication
Planting trees	14/15	In Kalika-5, plant science students make a campaign for planting one tree in each house holds.	Through Ward office ward chair facilitate it. Toll Sudhar Samiti were asked to lead.

Data Protection Notice:

The International School Award scheme is administered by the British Council on behalf of the Department for Education. The British Council will use the information you have provided to assess your school for the International School Award (ISA). We will disclose this information to the ISA panel and to our network of Local Education Authority/Board contacts. You have the right to ask for a copy of the information we hold about you for which we will charge a fee. E-mail dataprotection@britishcouncil.org or send your request in writing to the Data Protection Officer, British Council, 10 Spring Gardens, London SW1A 2BN.

Shree Bhimodaya Secondary School
Estd. 2021
Kalika Municipality-5, Chitwan

BRITISH COUNCIL POLICIES AND GUIDELINES

Child Protection

The British Council firmly believes that all children have potential and that every child matters - everywhere in the world. Children are a top priority as they have a unique honesty and willingness to exchange knowledge and ideas that can meaningfully build trust and make a sustainable difference in the future worldwide.

Child protection is everybody's responsibility. We recognize that we have a fundamental duty of care towards all children we engage with including a duty to protect them from abuse. We aim to achieve this through compliance with child protection laws in each of the countries we operate and to adhere to the school. As an educational institution a school should seek to protect children by:

- valuing, respecting and listening to children
- ensuring all necessary checks are made when recruiting staff
- maintaining strong child protection systems and procedures for staff
- training its staff and providing a common understanding of child protection issues to inform planning and practice
- sharing information about child protection and good practice with children and parents/carers
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff through clear processes, supervision and support.
  A school should provide adequate and appropriate resources to implement this policy and ensure it is communicated and understood.

Data Protection

The British Council will use the information that you are providing for the purpose of implementation of the International School Award programme. It will also be used to contact you for other British Council projects, programmes and events.

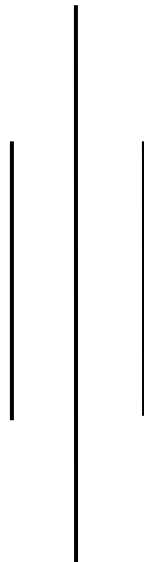
We may also pass your information to other departments of the British Council so that they can use it to inform you about the details of their activities, services and events (including social events) which might be of interest to you.

Use of any photographs, materials and any personal information about British Council and staff members is restricted and the school should seek written consent from us before using the same.
Under UK Data Protection law you have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you want more information about this please contact your local British Council office or see our website:
www.britishcouncil.org/privacy

I have read British Council's policies for Child Protection and Data Protection and agree to abide by them.

Signature of School Head
along with School stamp

Child Protection Policy

Prepared By
Bhimodaya Secondary School, Kalika-5, Chitwan

January 16, 2020

Child Protection

Appendices:

"Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by those looking after them."

Article 19 U.N. Convention on the Rights of the Child 1992

STATEMENT OF PRINCIPLE

The intention of the School Child Protection Policy is to safeguard and promote the rights, protection, welfare, and health of students in schools by fostering an honest, open, caring and supportive educational environment.

Child protection means promoting, protecting and fulfilling children's rights to protection from abuse, neglect, exploitation and violence. It works to prevent, respond and resolve the abuse, neglect, exploitation and violence experienced by children in all settings. This policy promotes establishing a policy framework for the protection of children and young people's rights in educational institutions.

The policy will ensure the highest standards of professional and personal practice to do no harm to children and young people who attend school. The policy will outline the protection of children in educational institutions as defined by the United Nations Convention on the Rights of the Child and other recognised international and national instruments.

The Government of Nepal is implementing the National Child Protection Policy (NCPP). The NCPP establishes the standards and principles required of the State and all state actors in protecting the rights and dignity of all children and young people in Nepal. The National School Child Protection Policy and School Code of Conduct will be linked to the obligations and responsibilities articulated in the NCPP. Therefore, schools will be required to implement a SCPP and Code of Conduct in accordance with the NCPP.

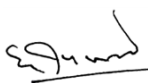
A school's child protection policy must be a 'living document' providing a secure framework within which all staff can work. It reflects the values to which the school community is committed and how the school is fulfilling its statutory responsibilities in safeguarding children.

Schools are expected to do whatever is reasonable, in all the circumstances of the case, to safeguard and promote their pupils' safety and wellbeing. Every school should work to create and maintain an ethos which contributes to the care, safety and well-being of children or young people and must maintain a child protection policy that reflects both its legal duties and its safeguarding and child protection responsibilities.

We, in Bhimodaya Secondary School, have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognize unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staffs have subject to appropriate background checks. The staffs of our school have also adopted a Code of Practice for our behaviour towards our pupils. In our work with our younger pupils, or with children whose statement of Special Educational Needs requires it, certain caring personal tasks may present themselves from time to time. These tasks will always be carried out in an appropriate manner. Close liaison with parents ensures that there is trust and understanding of such situations. Our School Prospectus and Code of Good Practice includes guidance for parents on how to make known to our staff any concerns they may have about the safety of their child or any other child in their care. The purpose of the following procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school teachers, nonteaching staff has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of a child, and the welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence.

INTRODUCTION

Children spend up to 180 -220 days in schools in Nepal, therefore, a significant amount of a child and young person's physical and mental development is spent at school. This policy will provide specific standards and interventions in the school environment. As soon as children and young people enter the school grounds their safety and security is the priority of the school. To ensure a safe and secure learning environment, a School Child Protection Policy would formalise the protection and support of students attending educational institutions by adhering to the minimum standards for child protection in schools.

This policy has been adopted by the Bhimodaya Secondary School, Kalika-5, Chitwan. Children, young people and vulnerable adults have the right to live their lives to the fullest potential, to be protected, to be able to participate in and enjoy activities and to be treated with dignity and respect. There is a considerable body of legislation, government guidance and standards designed to ensure that these groups are protected from harm. Everybody has a responsibility for the safety of children and in accordance with relevant legislation, Bhimodaya as an organisation which has significant contacts with children across its various programmes and activities, has both a moral and legal obligation to ensure a duty of care.

The purpose of this policy and its associated procedures is to help protect the children, young people and adults who use our programmes and facilities and to ensure that Bhimodaya staff are aware of issues that can cause children harm, and take effective action to protect them. By complying fully with the policies and procedures Bhimodaya seeks to ensure that staffs are also protected whilst carrying out their duties.

Following consultation with SELB Child Protection Officers, the Governors, Principal and Staff of Bhimodaya Secondary School have adopted the **Children's Act 2075 under the United Nations Convention on the Rights of the Child (UNCRC).**

We have designated **Mr. Shiva Prasad Sapkota** to have specific responsibility for child protection. Mr. Sapkota has been identified as the Designated Teacher to all members of staff – teaching and non-teaching. In Shiva's absence, **Mr.Yadav Prasad Neupane** will assume this responsibility.

The content of the policy is a result of Student Engagement Learning and Behaviour (SELB) guidance and staff training. It will be monitored and continuously reviewed when necessary.

The implementation of the policy, along with other documentation and staff training, will inform employees as to their obligations in relation to child protection. The school seeks to prevent abuse and to share concerns with other professionals. The designated teacher will work with the Board of Governor's Chairperson, or in their absence, the Vice Chairperson.

All allegations of abuse against staff will be reported to the Principal who will inform the Board of Governors immediately and the incident will be recorded and dealt with in a confidential manner.

The school is aware that bullying is a highly distressing and damaging form of abuse and agrees that it will not be tolerated in the school. All staff will be vigilant to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully.

AIMS AND OBJECTIVES

2.1 To maintain a safe and caring learning environment.
2.2 To make the child aware of procedures to address his/her concerns.
2.3 To have agreed procedures to deal with suspected cases of child abuse.

The school recognises the following categories of abuse:-

We use the following definitions:

NEGLECT – the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development including non-organic failure to thrive.

Physical Indicators	Behavioural Indicators
• Constant hunger • Poor state of clothing and/or personal hygiene • Untreated medical problems • Emaciation/distended stomach • Constant tiredness	• Tiredness, listlessness • Lack of social relationships • Compulsive stealing, begging or scavenging • Frequently absent or late • Low self-esteem

PHYSICAL – physical injury to a child, whether deliberately inflicted or knowingly not prevented.

Physical Indicators	Behavioural Indicators
• Unexplained bruises or burns particularly if they are recurrent • Human bite marks, welts or bald spots • Unexplained lacerations, fractures or abrasions • Untreated injuries	• Improbable excuses given to explain injuries • Chronic runaway • Self-destructive tendencies • Aggressive or withdrawn • Fear of returning home • Reluctant to have physical contact • Clothing inappropriate to weather – worn to hide part of body

SEXUAL – the sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification, the involvement of children or young people in sexual activities of any kind (including exposure to pornography - which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

Physical Indicators	Behavioural Indicators
• Soreness or bleeding in the genital or anal areas or in the throat • Torn, stained or bloody underclothes • Chronic ailments such as stomach pains or headaches • Difficulty in walking or sitting • Frequent urinary or yeast infections Vulnerable diseases • Unexplained pregnancies	• Be chronically depressed/suicidal • Inappropriately seductive or precocious • Sexually explicit language • Low self-esteem, self-evaluation, lack of confidence • Recurring nightmares/fear of the dark • Outbursts of anger/hysteria • Overly protective to siblings

EMOTIONAL – persistent or significant emotional ill treatment or rejections, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

Physical Indicators	**Behavioural Indicators**
• Sudden speech disorder • Signs of mutilation • Signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness) • Wetting and/or soiling • Attention seeking behaviour • Poor peer relationships	• Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) • Reluctance for parent liaison • Fear of new situations • Chronic runaway • Inappropriate emotional responses to painful situation

Bullying:

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. Bullying can in different forms.

Emotional	Being unfriendly, excluding, and tormenting (e.g. hiding possessions, threatening gestures).
Physical	Pushing, kicking, hitting, punching or any use of violence against another person.
Racist	Racial taunts, graffiti, gestures.
Disability	Gestures, taunts and exclusion on the grounds of disability.
Gender	Unfriendliness and exclusion.
Sexual	Unwanted physical contact or sexually abusive comments.
Homophobic	Because of, or focusing on, the issues of sexuality.
Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber	Internet, e-mail and internet chat room misuse; mobile phone threats by text messaging, Bluetooth and phone calls; misuse of associated technology i.e. camera and video facilities.

Exploitation:

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

2.4 To enable speedy identification and reporting of abuse.

2.5 Provide a Code of Conduct for staff which will include

- The welfare of the child.
- Confidentiality.
- Awareness of possibility of the risk from allegations and the Need for record keeping.

2.6 To protect both staff and pupils from erroneous or malicious allegations.

<u>EXTERNAL GUIDANCE AND LEGAL FRAMEWORKS</u>

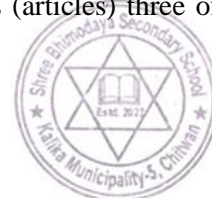
The book entitles **Child safe guarding policy -Nepa**l and **National Plan of Action for Children Nepal** set out the procedures which the staffs at Bhimodaya Secondary School have been made aware of. These are the guidelines staff will follow.

Nepal's Children's Act 2075

National Child Protection Policy (NCPP)

The United Nations Convention on the Rights of the Child:

Everyone has human rights, including children. An international agreement called the United Nations Convention of the Rights of the Child sets out a number of statements (articles) three of which are listed below:-

Shree Bhimodaya Secondary School Estd. 2012 Kalika Municipality-5, Chitwan

Article 3
Children have the RIGHT to have their welfare considered paramount in all decisions about them.

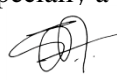
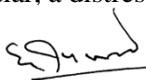
Article 12
Children have the RIGHT to be heard.

Article 19
Children have the Right to be protected from ABUSE and NEGLECT.

The Children (NI) Order 1995
The Children (NI) Order 1995 lists what are sometimes referred as the 5P's –

- Parent responsibility
- Partnership – people working in partnership for the benefit of the child
- Prevention
- Protection – the child has the right to be protected
- Paramountcy – the welfare of the child or young person must be the paramount consideration.

In addition to this, the school will seek to provide updated information as new documents and circulars are published.

CODE OF CONDUCT FOR ALL TEACHING AND NON-TEACHING STAFF

Introduction
All actions concerning children must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

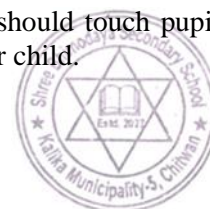
Private Meetings with Pupils

a) Staff should be aware of the dangers, which may arise from private interviews with individual pupils. It is recognized that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open

b) Where such conditions cannot apply, staffs are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.

c) Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

Physical Contact with Pupils

a) As a general principal, staffs are advised not to make unnecessary physical contact with their pupils.
b) It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child.

c) Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
d) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
e) Staffs that have to administer first aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult.

However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.

f) Any physical contact which would be likely to be miss interpreted by the pupil, parent or other casual observer should be avoided.
g) Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Designated Teacher.
h) Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school environment.

Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and consideration.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staffs inter-relates with children, or where opportunities for their conduct to be mis-construed might occur.

In all circumstances, employee's professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this booklet, or how they should act in particular circumstances, they should consult with the Principal or a representative of their professional association.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children or of their parents.

RESPONSIBILITIES OF THE DESIGNATED TEACHER

- Gathering information on any reports of child protection incidents.
- Acting as an information service to other members of staff on child protection issues.
- Keeping only relevant people within the organization informed about any action taken on child protection incidents and any further action required.
- Ensuring the maintenance and safe keeping of individual case records in a confidential manner.
- Establishing a link with a senior member of Social Services staff responsible for child protection.
- Ensuring that appropriate information is available to social services/police at the time of referral.
- Promoting the implementation of Bhimodaya's Child protection Policy and procedures among staff.
- Auditing, monitoring and reviewing the Child Protection Policy and procedures on an annual basis.

The school nurse, the Educational Psychologist, the designated Board Officer, the SMT, Pastoral Care Panel, Social Services and the Educational Welfare Officer will be there to support the designated teacher.

BEHAVIOURAL INDICATORS OF ABUSE

- Persistent tiredness/sleepiness.
- Sudden switches in mood/behaviour.
- Regression to immature behaviour.
- Excess nervousness.
- Attention seeking behaviour.
- Deterioration in schoolwork.
- Reluctance to participate in P.E./Swimming.
- Running away from school/reluctance to go home at the end of the day
- Poor school attendance.
- Inappropriate conduct.
- Compulsive stealing.

It should always be remembered that:

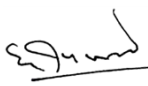
- No single indicator would in itself be confirmation of abuse.
- It is not the responsibility of school staff to undertake investigations or to make enquiries of parents or guardians.
- Social Services will investigate cases of suspected abuse and will determine what action, if any, is required.

PROCEDURES FOR REPORTING ABUSE

- When signs of abuse become apparent, or
- When direct confessions or allegations of abuse are made, or
- When suspicions of abuse become apparent.

Non-Teaching Staff

- Will inform the class teacher who will inform Mr. Shiva the Designated Teacher.
- Will not reach premature conclusions.
- Will not conduct their own investigation.

The Class Teacher

- Will speak to the pupil in a supportive way.
- Will inform the Designated Teacher.
- Will record factual information.

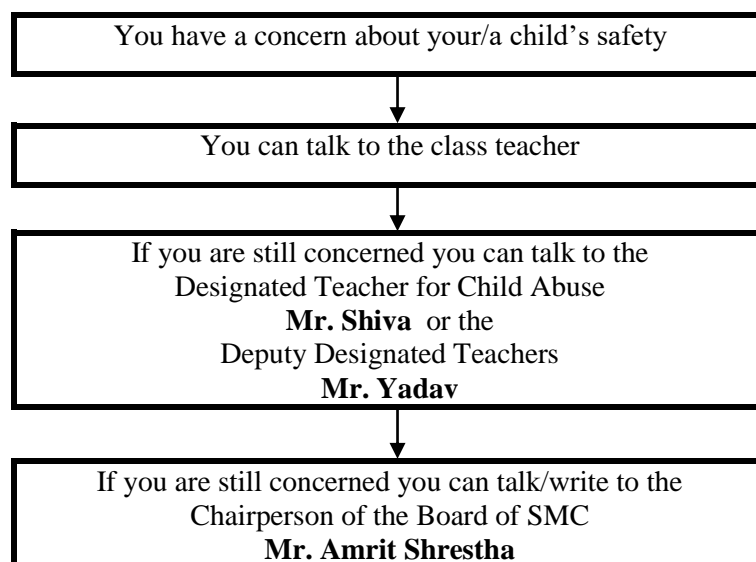
The Designated Teacher

- If necessary, the Designated Teacher will make a referral to Municipal Social Service wing.
- Copy of Referral to SELB Designated Officer.
- Designated Teacher keeps records of all contacts.

If an explicit allegation of abuse is made at any time, from any source, if there is a strong suspicion that abuse has occurred, it is the legal responsibility of all employees to report the matter immediately to the designated teacher.

It is important to protection requirements. Consequently, we may contact external agencies and / or make referral to external agencies without consulting parents. We recognize and accept that our first note that due to NI Child Care Legislation, we are duty bound to comply with specific child responsibility is, at all times, towards the children in our care and we will endeavour to protect their welfare and preserve their safety.

HOW A PARENT CAN MAKE A COMPLAINT

The procedure to follow

ALLEGATIONS AGAINST THE DESIGNATED TEACHER

- Where there are allegations of abuse against the Designated Teacher, or it is felt that the Designated Teacher has not dealt with the matter with sufficient urgency or rigour, the following procedure will be followed.
- The teacher will report the matter to the Deputy Designated Teacher, who is then obliged to inform the Social Services and the Designated Officer. From this point the procedure will be carried out in the manner laid out above.
- It shall be the Deputy Designated Teacher's responsibility to ensure that all of the records are kept safely pending further investigation. The Designated Teacher shall have no right to access to these files.

SPECIFIC MEASURES TO PROMOTE PUPILS' SAFETY

- External doors are fitted with a one-way opening mechanism making them secure from the outside. All Staff to ensure that all doors are closed and secured after outside playtime.
- All LSC classroom doors have security locks towards the top of the door.
- Security cameras have been installed which operate within the school building.
- A security system, operated by the office staff, controls entry through the front door. Visitors must then report to the main office.
- All employees to be subject to a criminal record check. New employees will not be permitted to begin work until they have been cleared.

  Curricular initiatives to be developed through Personal Development and Mutual Understanding (PD&MU) to improve the children's welfare and safety.

There will be ongoing staff training in all relevant aspects of child protection.

VETTING PROCEDURES FOR TEACHING AND NON TEACHING STAFF (PAID & VOLUNTARY)

- It is the policy of Bhimodaya Secondary School that all adults working with the children whether they are teaching or non-teaching, paid or voluntary should have been vetted by the Local Police.

HANDLING INFORMATION

Confidentiality

Child protection raises issues of confidentiality, which should be clearly understood by all staff. Staffs have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies, and, where physical or sexual abuse is Suspected, a legal duty to report this. If a child confides in a member of staff and requests that the information be kept secret, it is important the member of staff should tell the child, sensitively, but he or she has responsibility to refer cases of alleged abuse to the appropriate authorities.

In view of this please refer to the following guidelines:-

1. **Don't panic.**
2. **Listen**
3. **Believe** and let them know you believe (it has been proven that only a very small percentage of children lie about these matters).
4. Do not interrogate or question.
5. Affirm – whatever feelings the child has.
6. Refer any information to: (i) **Mr. Shiva**
   (ii) **Mr.Yadav**
7. Make a written note of anything that was said.

Records should contain **ONLY** factual information:

- What was observed and when.
- Signs of physical injury described in detail or sketched.
- Any comments made by the child, parents, guardians or the adult who may be the abuser. (Actual words should be written down.)
- Notes should be taken on any subsequent contacts or conservations.

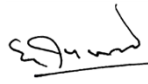
What to record:

- Issues discussed or concerns rose.
- Options suggested.
- What was agreed?
- What remains in dispute or unresolved.
- Future action each party is to take.
- Referral to other Agencies.
  Any such information is **confidential** between you, the child and the teacher to whom it is referred, who will then pass it on to the necessary departments.
- An abused child is likely to be under severe emotional stress and the person chosen for the disclosure may be the only adult the child is prepared to talk to or trust.
- When information is offered in confidence the person concerned will need tact and sensitivity to respond to the disclosure.

8. Five things to **say** to a young person in such a situation
   1) I believe you – (this is important).
   2) I am glad you **came** to me.
   3) I am sorry this has happened to you.
   4) It is not (nor never was) your fault.
   5) We are going to do something together to get some help.

   Avoid making promises to the child, regarding confidentiality, which he/she will not be able to keep.

REMEMBER:

The welfare of the child is paramount. Confidentiality is subordinate to the need to protect the child.

USEFUL TELEPHONE NUMBERS

i. Bhimodaya Sec.School School –
Designated Teacher Mr. Shiva: (Mobile) 9855050884

ii. Bhimodaya Sec.School School –
Deputy Designated Teacher Mr. Yadav (Mobile) 9845221614

Signed By :	
International coordinator	
Head Teacher	
School Management (Head office in case of Private School, Local DEO/EDO in case of Public)	

iii. Chairperson of the Board of SMC :
Mr. Amrit Shrestha (Mobile) 9855061783

iv. Local Education Designated Officers for Child Protection:
Mr. Narayan Wagle / Rishi Ram Sharma (Mobile) 9855048684/9847631703

v. Mayor of Kalika Municipality:
Mr. Khum Narayan Shrestha (Mobile) 9855080413

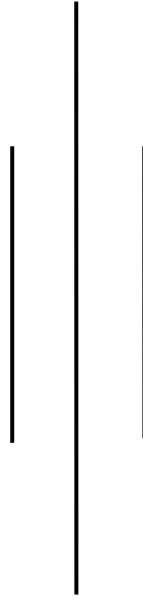
vi. Local Police officer of Padampur (Mobile) 9855071199

vii. Principal of The School :
Dr. Hari Prasad Kadel: (Mobile) 9855062731

viii. Vice Principal of the school :
Mr. Ram Prasad Khanal (Mobile) 9845793712

I have read British Council's policies for Child Protection and Data Protection and agree to abide by them.

Shree Bhimodaya Secondary School
Estd. 2022
Kalika Municipality-5, Chitwan

Data Protection Policy

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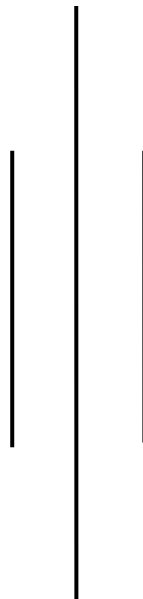

January 16, 2020

Bhimodaya Secondary School
Data Protection Policy

Our School is:

- A safe, supportive stimulating learning environment:
- A team of respectful, tolerant, open minded citizens.'
- A community where everyone aspires to be the very best they can be
- A community of resilient lifelong learners
- A centre of excellence where all achieves success.

Purpose

This policy sets out the way in which Bhimodaya Secondary School will deal with personal data, in line with the general Data protection Regulations.

1. The GDPR

The General Data Protection Regulation (GDPR) is a Right to Information Act, 2007 Nepal & National Cyber security Policy, 2016 monitored under National Information Commission (NIC) which is an independent commission established for the protection, promotion and implementation of right to information. Similarly Right to Information Regulation, 2009 was enacted with the purpose of giving enforcement to right to information laws in Nepal.

1.1 What is the point of the GDPR?

The GDPR exists to look after individual's data. It is a series of safeguards for every individual. Information about individuals needs to be treated with respect and be secure. The GDPR exists to protect individual rights in an increasingly digital world.

1.2 Who does it apply to?

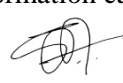
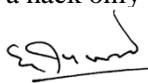
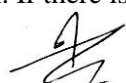
The GDPR applies to everyone, including schools. As Public Bodies, schools have more obligations than some small businesses. It is mandatory to comply with the GDPR and proposed provisions in the new Act. We want to make sure information about pupils, parents, staff and volunteers is kept secure and within the law.

1.3 What is Data?

Data is any information that relates to a living person which identifies them. This can be their name, address or phone number for example. It also relates to details about that person, which can include opinions. Some data is considered to be more sensitive, and therefore more important to protect. This is information about racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic data, and biometric data where processed to uniquely identify a person.

Schools often collect sensitive data for various requirements and of course pupil data may contain information about safeguarding, different needs. Information about other family members may also be on the school file.

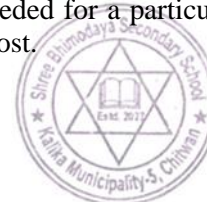
2. The key principles of the GDPR

2.1 Lawfulness, transparency and fairness.

School must have a legitimate reason to hold the data; we explain this in the Data Privacy Notices on the website. We often ask for consent to use data about a pupil for a particular purpose. If you wish to withdraw consent we have a form to complete to allow us to process your request. There are sometimes when you cannot withdraw consent as explained in 'Data Subjects Rights'.

2.2 Collect data for a specific purpose and use it for that purpose

So, data cannot be used for a purpose that it was not originally collected for, or where notice has not been given about how data may be used after collection.

2.3 Limited collection

Data controllers should only collect the minimum amount of data needed for a particular task or reason. If there is a breach or a hack only limited information can be lost.

2.4 Accuracy

Data collected should be accurate, and steps should be taken to check and confirm accuracy. We do this when pupils join the school and check on an annual basis.

If a Data Subject feels that the information held is inaccurate, should no longer be held by the Controller or should not be held by the Controller in any event, a dispute resolution process and complaint process can be accessed, using the suitable forms.

2.5 Retention

Bhimodaya Secondary School has a retention policy that explains how long we store records for. This is available on request.

2.6 Security

We have processes in place to keep data safe. That might be paper files, electronic records or other information.

3. Data subjects

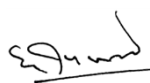
A data subject is someone whose details we keep on file. Some details are more sensitive than others. The GDPR sets out collection of details such as health conditions and ethnicity which are more sensitive than names and phone numbers.

3.1 Data subjects' rights

Individuals have a right:-

- to be informed
- of access to data stored about them or their children
- to rectification if there is an error on the data stored
- to erasure if there is no longer a need for school to keep the data
- to restrict processing, i.e. to limit what is done with their data
- to object to data being shared or collected

There are other rights that relate to automated decision making and data portability that are not directly relevant in schools. Data subjects' rights are also subject to child protection and safeguarding concerns, sharing information for the prevention and detection of crime. Schools also have legal and contractual obligations to share information with organizations such as the Department for Education, Social Care and the Local Authority amongst others. In some cases these obligations override individual rights.

4. Subject Access Requests

You can ask for copies of information that we hold about you or about a pupil of Bhimodaya Secondary School for whom you have parental responsibility. This Subject Access Request process is set out separately. You need to fill out the form, and you may need to provide identification evidence for us to process the request.

We have to provide the information within a month, but this can be extended if, for example, the school was closed for holidays. The maximum extension is up to two months.

When we receive a request we may ask you to be more specific about the information that you require. This is to refine any queries to make sure you access what you need, rather than sometimes getting a lot of information that may not be relevant to your query. In some cases we cannot share all information we hold on file if there are contractual, legal or regulatory reasons.

We cannot release information provided by a third party without their consent, or in some cases you may be better to approach them directly, e.g. school nurses .We will supply the information in an electronic form.

If you wish to complain about the process, please see our complaints policy.

Shree Bhimodaya Secondary School Estd. 2037 Kalika Municipality-5, Chitwan

5. **Who is a 'data controller?**
   Our school governing body is the data controller. They have ultimate responsibility for how school manages data. They delegate this to data processors to act on their behalf.

6. **Who is a 'data processor?**
   This is a person or organization that uses, collects, accesses or amends the data that the controller has collected or authorized to be collected. It can be a member of staff, a third-party company, possibly a governor, a contractor or temporary employee. It can also be another organization such as the police or the local authority.

   Data controllers must make sure that data processors are as careful about the data as the controller themselves. The GDPR places additional obligations on organizations to make sure that Data Controllers require contractual agreements to ensure that this is the case.

7. **Processing data**
   Bhimodaya Secondary School must have a reason to process the data about an individual. Our privacy notices set out how we use data. The GDPR has 6 conditions for lawful processing and any time we process data relating to an individual it is within one of those conditions. If there is a data breach we have a separate policy and procedure to follow to take immediate action to remedy the situation as quickly as possible.

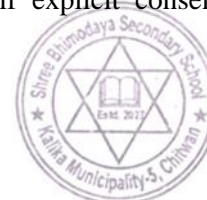
   The legal basis and authority for collecting and processing data in school are:-
   - Consent obtained from the data subject or their parent
   - Performance of a contract where the data subject is a party
   - Compliance with a legal obligation
   - To protect the vital interests of the data subject or other associated person
   - To carry out the processing that is in the public interest and/or official authority
   - It is necessary for the legitimate interests of the data controller or third party
   - In accordance with national law.

   In addition, any special categories of personal data are processed on the grounds of
   - Explicit consent from the data subject or about their child
   - Necessary to comply with employment rights or obligations
   - Protection of the vital interests of the data subject or associated person
   - Being necessary to comply with the legitimate activities of the school
   - Existing personal data that has been made public by the data subject and is no longer confidential
   - Bringing or defending legal claims
   - Safeguarding
   - National laws in terms of processing genetic, biometric or health data.
     Processing data is recorded within the school systems.

8. **Data Sharing**
   Data sharing is done within the limits set by the GDPR. Guidance from the Department for Education, health, the police, local authorities and other specialist organizations may be used to determine whether data is shared. The basis for sharing or not sharing data is recorded in school.

9. **Breaches & Non Compliance**
   If there is non-compliance with the policy or processes as described within the GDPR and Right to Information Act, 2007 then the guidance set out in the Breach & Non Compliance Procedure and Process needs to be followed. Protecting data and maintaining data subjects' rights is the purpose of this policy and associated procedures.

10. **Consent**
    As a school we will seek consent from staff, volunteers, young people, parents and carers to collect and process their data. We will be clear about our reasons for requesting the data and how we will use it. There are contractual, statutory and regulatory occasions when consent is not required. However, in other cases data will only be processed if explicit consent has been obtained.

Shree Bhimodaya Secondary School Estd. 2012 Kalika Municipality-5, Chitwan

Consent is defined by the GDPR as "any freely given, specific, informed and unambiguous indication of the data subject's wishes by which he or she, by a statement or by a clear affirmative action, signifies agreement to the processing of personal data relating to him or her". We may seek consent from young people also, and this will be dependent on the child and the reason for processing.

11. Consent and Renewal

On the school website we have 'Privacy Notices' that explain how data is collected and used. It is important to read those notices as it explains how data is used in detail.

Obtaining clear consent and ensuring that the consent remains in place is important for school. We also want to ensure the accuracy of that information.

12. For Pupils and Parents/Carers

On arrival at school you will be asked to complete a form giving next of kin details, emergency contact and other essential information. We will also ask you to give consent to use the information for other in school purposes, as set out on the data collection/consent form.

We review the contact and consent form on an annual basis. It is important to inform school if details or your decision about consent changes. A form is available.

13. Pupil Consent Procedure

Where processing relates to a child under 16 years old, school will obtain the consent from a person who has parental responsibility for the child. Pupils may be asked to give consent or to be consulted about how their data is obtained, shared and used in certain situations.

14. Withdrawal of Consent

Consent can be withdrawn, subject to contractual, statutory or regulatory constraints. Where more than one person has the ability to provide or withdraw consent the school will consider each situation on the merits and within the principles of GDPR and also child welfare, protection and safeguarding principles.

15. CCTV Policy

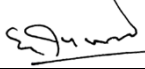
Please also see the CCTV and IT Security policy. We use CCTV and store images for a period of time in line with the policy. CCTV may be used for:-

- Detection and prevention of crime
- School staff disciplinary procedures
- Pupil behaviour and exclusion management processes
- To assist the school in complying with legal and regulatory obligations.

16. Data Protection Officer

We have a Data Protection Officer whose role is to:-

- To inform and advise the controller or the processor and the employees who carry out processing of their obligations under the GDPR
- To monitor compliance with the GDPR and Data protection Act (DPA)
- To provide advice where requested about the data protection impact assessment and monitor its performance
- To be the point of contact for Data Subjects if there are concerns about data protection
- To cooperate with the supervisory authority and manage the breach procedure
- To advise about training and Continuing Professional Development (CPD) for the GDPR.

Our DPO is Mr. Bheshraj Paudel. His contact details are:
Email: bheshrajpaudel111@gmail.com
Telephone: 056621024
Mobile No. : 9845218140

17. Physical Security

In school, every secure area has individuals who are responsible for ensuring that the space is securely maintained and controlled if unoccupied, i.e. locked. Offices and cupboards that contain personal data should be secured if the processor is not present.

The Senior Leadership Team is responsible for authorizing access to secure areas along with the

Signed By :	
International coordinator	
Head Teacher	
School Management (Head office in case of Private School, Local DEO/EDO in case of Public)	

School Business Manager. All Staff, contractors and third parties who have control over lockable areas must take due care to prevent data breaches.

18. Secure Disposal

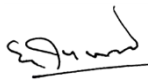
When disposal of items is necessary a suitable process must be used. This is to secure the data, to provide a process that does not enable data to be shared in error, by malicious or criminal intent.

These processes, when undertaken by a third party are subject to contractual conditions to ensure GDRP and DPA compliance. The secure disposal of our IT is managed by our IT providers

19. Complaints & the Information Commissioner Office (ICO)

The school Complaint Policy deals with complaints about Data protection issues.
There is a right to complain if you feel that data has been shared without consent or lawful authority. You can complain if you have asked to us to erase, rectify, not process data and we have not agreed to your request. We will always try to resolve issues on an informal basis, and then through our formal complaints procedure. Please complete the form, and we will contact you with more details about the timescale and process.

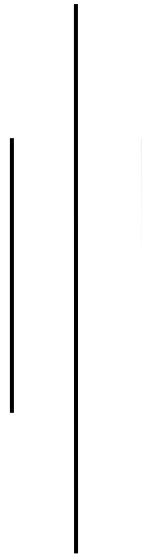
In the Nepal it is the ICO who has responsibility for safeguarding and enforcing the DPA obligations.

Email: spokesperson@nepalpolice.gov.np
Helpline: 100
Contact No. : 056520155
Web: ww.nepalpolice.gov.np

20. Review

A review of the effectiveness of GDPR compliance and processes will be conducted by the Data Protection Officer every 12 months.

As this policy is based on new legislation, it will also be reviewed if and when any new local or national guidance for schools is published.

Shree Bhimodaya Secondary School
Estd. 2022
Kalika Municipality-5, Chitwan

International School Policy

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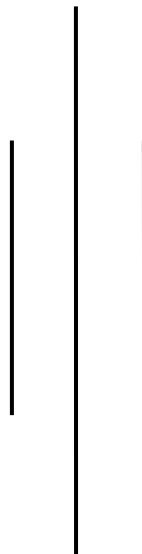
Kalika-5, Chitwan

January 16, 2020

International School Policy

Introduction

The School staffs recognize that:

- Global issues are an important part of the lives of our students living in the world where economies are increasingly interdependent and global communication is a daily reality. Our students have access to the internet and increased opportunity to travel, watch news stories from around the world, as they develop and follow for example, international sporting events as they happen
- The global dimension should be reflected in the attitudes and values of our students, the ethos of the school, the Programmes of Study and Key Skills.
- As a school we have a commitment to both gender and racial equality

Global Dimension Policy

Introduction

The School Staffs recognize the increasingly interdependent and interrelated world our students live in, and the challenges this creates in our shared future. **"Reach beyond Knowing"** Bhimodaya Secondary School has always strived for its mission statement with a tailor made curriculum developed to expose the children to wide range of cultures and activities. Our students graduate as confident global citizens, who are ready to think themselves, face challenges and get sensitive to the problems worldwide. In keeping with the changing times, the international aspects of the school life are emphasized. Education for global citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom.

Rationale

The world today has condensed into a global village. Our students are well connected to various international activities, as our Primary goal is to create educational global citizenship that is wider than a single scheme of work or subject, our curriculum for global citizenship is based on years of experience in development of education and internationalism, thus enhancing the international understanding and creating peace; making the world a more compassionate place for all.

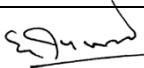
Aims and Objectives of the International Policy

The School motto is "Creating Global Citizens".

- **To nurture** responsive and motivated students through a dynamic, success-oriented education program empowering learners with a global and local perspective.
- **To create** awareness among students and staff of History, Culture and Technology across the globe and appreciate the diversity of our planet.
- **To establish** links with citizens of other countries and Schools across the globe.
- **To explore** the students to a range of international cuisines and get acquainted to an array of culinary delights..
- **To increase staff** capability towards international understanding and international dimension of learning.
- **To facilitate** a learning process with challenging strategies that help children in to responsible, caring and ethical world citizens.
- **To develop the** cognitive and affective skills of the learners, moulding each child's innate talents to create a positive expression, capable of right action and attitude along with multitude of creative and innovative activities which help children to express themselves freely.
- **To sensitize** children towards complexity of global issues and develop critical thinking skills to become global citizens.
- **To sustain** the developed links with the schools in various parts of the world
- **To understand how** we relate to the environment and to each other as human beings.
- **To make use** of every opportunity for our students to travel and meet people from varied backgrounds and cultures.
- **To teach** children to face challenges of today, to explore, develop and express their concern towards the problems of other countries.

Key Priorities over 3 Years

- Increase the awareness of the global dimension to staff, students and the wider community across the whole school
- Identify and embed the global dimension in new areas of the curriculum
- Develop current and new global relationships If the International Scores Award is approved school, Bhimodaya will be awarded the accredited for three years (2021- 2023).

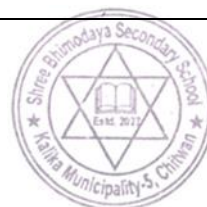
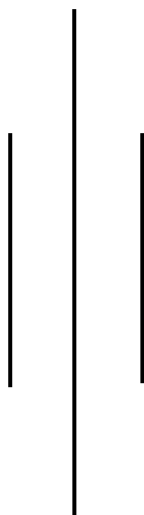
Strategies Year 2020/2021

- Principal Teacher to attend Comenius conference and investigate e-twinning possibilities
- Audit of Global Dimension across whole school with a focus on curriculum change (Grade 1,garde 9 & Grade 11 – 2020)
- Global Dimension as focus in whole school assemblies
- Important days on international calendar included in staff bulletin
- Global Dimensions 'in action' included in mini school and whole school newsletters
- Principal Teacher to meet with vocational subject leaders
- Take to Learning Team: Global Dimension to be referenced in school sow and lesson plan pro-forma
- Investigate use of resource assistant for specific global dimension display areas created
- Consider the possibility of a global focus week/day
- Participation in a variety of activities i.e. Sports Relief and Comic Relief
- Freedom Festival' delivered by Enterprise and Total Curriculum
- Global fellowship and school leaver support developed
- Investigate the wider community impact
- Monitor and evaluate current language assistant programme
- Investigate possible links in South America
- Review curriculum impact within current global links i.e., China, India, Bhutan, Germany and USA i.e. exchange of curricular work,

Strategies Year 2021/2022

- Next stage of link action plans implemented
- Implement international resource creation network
- Share good practice and develop links with Kent Cluster
- Develop strategies to widen the availability of global learning
- Ensure strategies from 2020/2021 are fully implemented
- Evaluate success of previous ISA with stakeholders
- Ensure meeting of 20-30 agenda / SDG targets
- Review Global Dimension Policy

Evaluation

This policy will be continually evaluated as part of the annual review process of our Comenius Project. It will also be reviewed under our Governors' Policy Review cycle. A statement of evaluation will also appear in our annual School Development Plan.

Signed By :	
International coordinator	
Head Teacher	
School Management (Head office in case of Private School, Local DEO/EDO in case of Public)	

JOB DESCRIPTION OF ISA COORDINATOR

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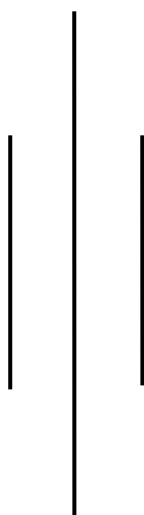
Bhimodaya Secondary School,
Kalika-5, Chitwan

January 16, 2020

JOB DESCRIPTION OF ISA COORDINATOR

"Working as a team and not as individuals, we aspire to make a difference." Bhimodaya Secondary School, Kalika-5, Chitwan Nepal, since its inception has been a progressive school and the introduction of internationalism in the curriculum has helped our students to reorient their minds towards acceptance and appreciation of differences among people and cultures. The learners of this generation are an aware and smarter lot who are well-equipped with a vast stock of information. Thus it sometimes poses a challenge to the teaching community to engage them meaningfully. So, we constantly strive to give them hands-on experience so as to tap and channelize their potential to the best of their abilities.

Bhimodaya Secondary School is in the journey of ISA for 2020/21. We are about to partner with schools around the world to prepare our students to become global citizens so that they have a sense of belonging to the world community.

Our international collaborations enable our students to communicate and collaborate across cultures. In keeping up to the vision of our Honorable Principal Sir, we seek to broaden our international horizons and learn about the best practices from schools of similar nature. We tend to embrace the best practices of 21st century learning and offer our students an interactive, student-centered curriculum that will foster creativity, critical thinking and global citizenship. Through experiential global education, local community service and international travel, students will increase their global awareness, heighten their appreciation of diversity and learn leadership skills that will expand their ability to work in and contribute to an increasingly interdependent world.
I believe this will equip our students with the best set of skills besides enabling them to undergo experiential learning and grow as socially responsible citizens. We wish that our students embark on a cross-cultural journey of exploration and inquiry.

Responsibilities of the ISA Coordinator

- Attend the meeting conducted by British Council & then share it with team of teachers.
- To establish links with various schools from different countries.
- To implement the International Policy
- To arrange visits of eminent personalities.
- To foster international dimension into the school curriculum.
- To develop an appreciation and respect for cultural, linguistic and religious diversity.
- To instill among the students the desire to actively participate in multicultural and global activities.
- To help colleagues to develop the use of international themes for cross curricular projects.
- To organize international days by conducting special assemblies.
- To coordinate the international activities in the school and mentoring of the same.
- To be overall responsible for writing the ISA Action Plan in consultation with project leaders.
- To advertise Action Plan projects and facilitate proper use of online resource site.
- To liaise with specific people in the community over projects.
- To check the periodic appraisal of the action plan which is implemented.
- To provide a complete support and resource system for teachers to help them in conducting activities based on international dimension.
- To help the students to showcase their talent.
- Provide the Evaluation sheet to the Project head teachers.
- Initiate meeting with project head teachers.
- To Co-ordinate with British Council School Ambassador.
- To promote and publish activities implemented on blogs/website and social networks.
- To encourage shared leaning through student-teacher visits and exchange programmes.
- Supervise compilation of the dossier.
- Facilitate the project head teacher to write the activity report,
- Organize dispatch of the Dossier.

To support this work and ensure its embedding within the whole school, there is an International Working Group with cross-school representation and administrative support. The group meets regularly and the main aspects of its works are:

- Maintaining and establishing links with schools in other countries
- Coordinating the international curriculum development across the school
- Developing further ways in which international links can be embedded in curriculum areas
- Raising awareness of the international dimension with all staff, both through departmental and pastoral teams.

Mr. Indra Nath Paudel
ISA Co-ordinator

Approved Action Plans

ACTION PLAN No. 1

Project 1	**Save me, I am in danger!** Animals have played an important role in human life for as long as they've all existed. In fact, without the plants and animals that humans have used for food, labour, tools and companionship over countless generations, society could not have advanced to the point it has today. Rhinoceros are killed by some humans for their horns, which are bought and sold on the illegal market, and used by some cultures for ornaments or traditional medicine. This project is related to curricular Unit entitled Wildlife conservation of grade 8 of science and environment subject. This project aims to make our students learn how to conserve the endangered animal especially one-horn rhino in Nepal & leopard in Taiwan.
Type	Collaborative project with an international partner
SDG focus	SDG No.8: Decent Work and Economic Growth SDG No. 15: Life on Land
Learning outcomes	At the end of activity, the students will be able to • Explain the way of preserving one-horn rhino. • Compare & contrast between one horn rhino in Nepal & leopard in Taiwan • Be aware of anti-poaching Rhino and Leopard and aware others by writing news , using placards & banners and rally • Describe the Vital role of animal in chain of ecosystem (especially Rhino)
Activities	1. Orientation about the project is provided to the students. 2. Students are asked to differentiate common and endangered animals and prepare posters. 3. The videos of endangered animals, such as the rhino, tiger panda, etc. are shown and students will write down the reasons of killing them. 4. Students will write down the different ways of protecting Rhinos in Nepal and Leopard in Taiwan. 5. Field visit at Chitwan National Park, Nepal, with questionnaire prepared by students to the conservation officer 6. Museum visit at Sauraha, Chitwan .Then students will present it in the school Assembly. 7. Street drama by students to arouse people's awareness of conserving one-horn- rhino. 8. Our students will share the posters /charts /PPT of saving Rhino, its role in the chain of ecosystem with the partner school students. 9. Partner school students will share their ways of preserving endangered leopard in Taiwan with our students. 10. Send documents, photos, videos of these to the partner school by exchanging through social media. 11. Both school students will be discussing through Zoom and Google meet on saving one-horned Rhino in Nepal and Leopard in Taiwan and they will compare it.
Duration of activity	Mid February 2020 to September 2021
Class involved	Class - 8/9 (50 students)
Countries covered	Nepal, India, Sri Lanka ,Taiwan & south Africa
Subjects Link	Grade 10 Subject : EHP Unit -6 Unit Title : " Natural Resources and Biodiversity"
Teachers responsible	Yadav Prasad Neupane, Ganesh Paudel & Shankar Ghimire

Evaluation Methods	1. Interview questionnaires & photographs 2. Assembly presentation 3. PPT slides 4. Collection of case study/report of Rhino 5. Zoom/Google Meet video session 6. Street Rally Photo/Videos 7. Student Evaluation
Evidence	Photos, Videos, PowerPoint slides, Banners, BC Evaluation form, News Stories, Questionnaire, Posters, Playcards, Feedback and Letter of appreciation from Partner school, Student Evaluation sheet, Circulars, Appeal Letter, Minuting (Copy), E-mail/WhatsApp Chat

ACTION PLAN No. 2

Project 2	**What's fault in being a daughter!** Almost every country, no matter how progressive has a history of ill-treating women. In other words, women from all over the world have been rebellious to reach the status they have today. While the western countries are still making progress, third world countries like Nepal still lack behind in Women Empowerment. All that is old may not be gold. All our traditions and old practices don't stand the test of times. Our treatment of women in the past brings us no glory or honor. The truth bites us. Unfortunately, this discrimination Continues in one form or the other even now. In Nepal, women empowerment is needed more than ever. There are various reasons for this. Firstly, women in India are in danger of honor killings. Their family thinks its right to take their lives if they bring shame to the reputation of their legacy. The project focuses on reducing gender discrimination and developing ideas to empower girls in Kalka Municipality & partner school.
Type:	Collaborative project with an international partner.
SDG focus:	SDG 5.- Gender equality SDG 10.-Reduced inequalities
Learning Outcomes	At the end of the project the students will be able to:- 1. Enlist the ethnic group enrolled in our school. 2. Analyse the causes of the Bote daughters dropout classes, leaving school and early marriage. 3. Find the causes of gender discrimination and write the report and interact with partner school. 4. Write down the ideas to empower girls in their own locality and share with partner school.
Activities	1. Orientation about the project is provided to the students. 2. Students will prepare questionnaires about the status of girls in said castes in the school catchment area. Castes selection: Bote 3. Home visit to the place of the targeted group and interview with their parents. 4. Prepare data to show the inequalities. 5. Buzz session with the students (focus on the issues of gender bias). 6. Students will find the causes of gender discrimination and write the report. 7. Let them make different slogans, play cards and mobilize them in rally to empower girls. 8. Furthermore, targeted group guardians will be called and conduct awareness programme on girls empowerment in the presence of local authority,

	teachers and students. 9. Prepare study reports of the Bote family and present in the assembly. 10. Skype session will be conducted with international partner students and new ideas will be shared as how to empower girls. 11. Our students will compare & contrast their findings of gender related gaps with partner school students. 12. Both school students will analyze the situation of girls in their respective countries. 13. Our students will submit an appeal letter to the local authorities & school administration to empower and country girl. 14. Our students will prepare a bar graph to compare the practice ethnic wise.
Duration of activity	Mid February 2020 to September 2021
Classes / no. of pupils involved	focus class 9(E) & 10 (D) / 70 students
Countries covered	Nepal, Bhutan, India, Bangladesh, Pakistan, Afghanistan & Shrilanka. (Any country that is available)
Subjects covered with curriculum link	Social Studies : Grade:8 & 10 "Social problems and its solution".
Teachers responsible	Sabitri Bhattarai, Rana Bahadur Gurung, Ranjana Shrestha & Sanju Bhattarai
Evaluation methods	a. Questionnaires of interview b. Data collection c. Questions/Answer in buzz session d. Preparation of slogans and play cards e. Attendance Minuting f. Videos g. Reports h. Appeal letter. i. BC Evaluation
Evidences	Photos, Videos, PowerPoint slides, Banners, BC Evaluation form, News Stories, Questionnaire, Posters, Feedback and Letter of appreciation from Partner school, Student Evaluation sheet, Circulars, Appeal Letter, Slogans, play cards, Meeting pictures, Minuting (copy), Photographs, BC evaluation forms, E-mail/WhatsApp Chat

ACTION PLAN No. 3

Project 4	**Tharu's Spinning Sticks** The aim of the project is to bring out the curiosity to the children about the dancing skill & performance activity of stick dance (a traditional dance of people of local Tharu community).The activities also aims at the conservation & promotion of dance for tourism purpose & encourages the children to be involved in income generating activities through the dance by entertaining the guests .Aims to engage the children in various research activities about the similar cultural practices in partner school & make then able to share the knowledge and information .
Type:	Collaborative project with an international partner
SDG focus:	Goal No. 11: Sustainable cities & communities
Learning Outcomes	At the end of the project the students will be able to:- 1. Describe and discuss the tools used for the dance along with the costumes 2. Enlist the THARU cultures conducted throughout the year. 3. Share in group the simple communicative phrases, songs and music used in Tharu Stick dances & vice versa. 4. Demonstrate the stick dance using proper costume and steps.
Activities	• Introduction of project session is made to the students • Students will be taken to THARU cultural house and museum nearby and ask the students to make a review about the THARU culture and stick dance from their parents & grandparents. • Students will ask to make a study report about the historical & cultural background of celebrating Stick dances. • Expert meeting will be arranged in school to present the facts about THARU stick dance facts. • Two Groups for boys & girls will be formed to learn the stick dance • Students will ask to manage tools & costume for THARU stick dance. • Group students will participate in learning process of some basic skills of the dance & will demonstrate the dance to the international partner using ZOOM. • Make videos & photographs to share with international partner school students. • Prepare tools and display them in the cultural programme in the school stage.
Duration of activity	Mid February 2020 to September 2021

Classes / no. of pupils involved	Class	7	8	9
	No. of Students	44	40	30

Countries covered	UK (Morris dance), India (Dandiya Raas), Pakistan (Galka), Sri Lanka (Lee keli dance), Germany/Austria (Schuhplatter), UAE (Al Ayala dance), Western Europe. (any school that is ready to collaborate)

Subjects covered with curriculum link	Social Studies : 1) Our rites and rituals of Grade 8 2) Our social values of Grade 9
Teachers responsible	Ajaya Mahato, Abhijit Chaudhary, Subash Bidari and Prakriti Mardaniya
Evaluation methods	• THARU Dance show • Students reports • ZOOM chat videos • Preparation of tools for stick dances • Communication conversation between two school students • BC Evaluation form • Stick Materials Preparation
Evidences	✓ Pictures / videos of the learning activities ✓ Students Evaluation Sheet ✓ Photographs/screenshots of Sharing with International Partners ✓ Circulars ✓ Student Feedback ✓ BC evaluation form ✓ E-mail/WhatsApp Chat

ACTION PLAN No. 4

Project 3	**Slow Sand Filtration** The project *Slow Sand Filtration* is a development of filter consisting of the locally available materials namely hey, sand, and gravel. This filter filters the suspended particles from the contaminated water and makes it pure to drink. The process involved in the filtration is application of cohesive and adhesive forces between the suspended particles in water and materials used in the filter. Use of these forces ensures the purification of the water. It can be locally developed with the participation of students and teachers. As students involve directly in the project, it helps to develop empirical knowledge and skill in the students throughout the process and consolidate their learning.
Type:	Collaborative project with an in-country partner with international dimension.
SDG focus:	SDG No.4 Quality education SDG NO. 6 Clean Water and Sanitation. SDG No. 3 Good Health and well-being.
Learning Outcomes	At the end of the project the students will be able to:- 1. Able to build the filter and explain the fundamental principle and process involved in. 2. Compare & contrast different filtration process involved in water purification methods. 3. Tell the importance of clean water and sanitation in their daily life.

<table>
<tr><td>Activities</td><td colspan="5">❖ Orientation is provided to students about the project with class 8 & 9 students of both schools.
❖ Videos are shown as how water is purified to both school students
❖ Our students will show the partner school students to prepare the filtration to filter the water.
❖ Students are divided into different groups & they will prepare posters of different water purification process from slow sand filtration to modern water purifiers.
❖ They will construct slow sand filtration plant.
❖ Both school students will watch videos of different methods of water purification system & compare it with the one used in the school.
❖ They will then try to use at least one method in their school to purify water and share with partner school students.
❖ Group discussion will be held between both school students about the importance of clean water and sanitation in their daily life.
❖ Finally, the filter is developed by both school students.
❖ Students will demonstrate it in School's AGM programme.</td></tr>
<tr><td>Duration of activity</td><td colspan="5">Mid February 2020 to September 2021</td></tr>
<tr><td rowspan="2">Classes / no. of pupils involved</td><td>Class</td><td>6</td><td>7</td><td>8</td><td>10</td></tr>
<tr><td>No. of Students</td><td>10</td><td>20</td><td>20</td><td>20</td></tr>
<tr><td>Countries covered</td><td colspan="5">Nepal & Canada</td></tr>
<tr><td>Subjects covered with curriculum link</td><td colspan="5">Science & Environment Health :
1) Mixture of grade 7
2) Separation of mixture 8
3) Mixture of grade 10</td></tr>
<tr><td>Teachers responsible</td><td colspan="5">Ganesh Paudel , Motilal Giri,
Ajay Mahato, & Shankar Ghimire</td></tr>
<tr><td>Evaluation methods</td><td colspan="5">• Demonstration of water filter activity
• Video of Student presentation of filtration methods
• Construction of Slow Sand Filtration Plant
• Students Evaluation
• Photographs
• BC Evaluation Form</td></tr>
<tr><td>Evidences</td><td colspan="5">❖ Pictures
❖ Demo Videos
❖ Student Reports from both partner schools
❖ News Report
❖ BC Evaluation form
❖ Appreciation and Feedback Letter from Partner School
❖ Circulars</td></tr>
</table>

ACTION PLAN No.5

परियोजना ५	**भीमोदय सेरोफेरो - व्यवसायिक केरा खेती** पदमपुर नेपालको चितवन जिल्ला कालिका नगरपालिका वडा नं.२, ३, ४ र ५ मा फैलिएको नेपालकै आन्तरिक नमूना सडकमार्ग भएको एक ऐतिहासिक क्षेत्र हो, जहाँ विभिन्न जातजातिका मानिसहरूको बसोबास रहेको छ । यस क्षेत्रमा बसोबास गर्ने मानिसको कृषि व्यवसाय (केरा खेती) को बारेमा जानकारी गराउनु, यसको पहिचान स्थापित गर्नु, केरा खेतीको तयारी र उपभोग गरी स्थानीय कृषि तथा पर्यटन व्यवसायमा योगदान गर्नुमा यस परियोजना केन्द्रित रहने छ ।		
परीयोजना किसिम	**अन्तर विद्यालयमा सञ्चालन हुने अन्तर्राष्ट्रिय आयाम सहितको २०% स्थानीय पाठ्यक्रम**		
एसडिजी फोकस	**एसडिजी गोल नं.४ : गुणस्तरीय शिक्षा**		
सिकाई उपलव्धिहरू	यस परियोजनाको समाप्ति पश्चात कक्षा ४ र कक्षा ५ का विद्यार्थीहरू निम्न क्रियाकलापहरू गर्न सक्षम रहने छन् । ✓ केरा खेतीको परिचय भन्न । ✓ केरा खेती गर्ने तरिकाहरू वताउन । ✓ केरा खेतीको प्रकारहरू लेख्न । ✓ स्थानीय स्तरमा गरिने केरा खेती र भारतमा गरिने केरा खेती वीच फरक छुट्टाउन ।		
सिकाई क्रियाकलापहरू	• सर्वप्रथम विद्यार्थीहरूलाई परियोजना सम्वन्धमा जानकारी गराउने । • विद्यार्थीहरूलाई कृषि व्यसाय भनेको के हो ? छलफल गर्न लगाउने । • स्थानीय स्तरमा गरिने कृषि व्यवसायका उदाहरणहरू के के हुन्? छलफल गरी सूची बनाउन लगाउने । • विद्यार्थीहरूलाई केरा खेती गर्ने तरिकाहरू भिडियो मार्फत देखाउने र केरा खेती गर्ने तरिकाहरू लेख्न दिने । • नजिकै रहेको केरा खेतीको फारमहरू अवलोकन गराउने र विभिन्न जातिका केराहरूको नामाकरण संकलन गर्न लगाउने । • भारतीय केरा खेतीको भिडियो देखाएर विद्यार्थीहरूलाई स्थानीय केरा खेती र भारतीय केरा खेतीको वीचमा भिन्नता लेख्न दिने । • विद्यार्थीहरूलाई स्कुल एसेम्लीमा केरा खेती वारे भन्न लगाउने ।		
परियोजना अवधि	**फेब्रुअरी २०२० देखि सेप्टेम्बर २०२१**		
कक्षा/ विद्यार्थीहरू	कक्षा	४	५
	विद्यार्थीहरू	४०	३८
संलग्न देशहरू	नेपाल ,भारत र चीन		
पाठ्यकम संग	कक्षा ४ र ५ को सामाजिक र वातावरण विषय		
जिम्मेवार शिक्षकहरू	ईन्द्र पौडेल, शिवप्रसाद सापकोटा, माया लोहनी र प्रकाश रेग्मी		
मुल्याङ्कन	• केरा फाराम अवलोकन • प्रश्नहरूको लेखन • श्रोत व्यक्तिसँग विद्यार्थी अन्तरक्रिया • प्रश्नोत्तर • विद्यार्थी मूल्यांकन • भिडियोहरू		

पोर्टफोलियो सङ्ग्रहहरू	• केरा फाराम अवलोकनका फोटोहरू • प्रश्नावलीहरू • विद्यार्थी मूल्यांकनको उत्तरपुस्तिका • भिडियोहरू • विसि इभालुएसन फाराम • सर्कुलर • विद्यार्थी पृष्ठपोषण • पाठ्यक्रम, पाठ्यपुस्तक

ACTION PLAN No.6

Project 6	**Room Room any Room for Mushroom!** Mushroom farming is one of the immense potential crops which could trigger young generation towards its production. It is the high valued crops in terms of both food & medicine with low cost production technology. It cannot only attract the youth but also small holder farms to get high return with in short time interval. Agro climatic variation in Nepal is born for mushroom farming as it can be cultivated in almost all ecological area. Mushroom is considered to be complete health food & suitable for all age groups ,child to aged people as it contains all nutrient element required for human desired proportion.
Type:	**In School programme with international dimension**
SDG focus:	Goal 8: Decent work and Economic Growth Focus: Entrepreneurship and growth of small and medium sized enterprises. Goal: Zero hunger Focus: Nutrition
Learning Outcomes	At the end of the project the students will be able to:- • Identify and explain the different types of mushroom cultivated in Padampur Village. • Explain the process of cultivating mushrooms. • Compare different types of mushroom found in Nepal and China. • Prepare varieties of mushroom dishes and explain the nutritional value in mushrooms. • Enlist the risks that occur during mushroom farming .
Activities	1) Orientation is provided to students about the project. 2) Students will collect information from the internet and make posters of different mushrooms both edible and non-edible found in Kalika, Padampur and explain them to other students and teachers in the school assembly. 3) The agriculture officer from Kalika Municipality will give a presentation about mushroom farming. 4) Students will prepare a questionnaire with the support of teachers based on the information received from the agriculture officer. 5) Then students will visit the local mushroom farming field and get information from the farmers using the very questionnaire. 6) Students, with the support of their teachers, will grow mushrooms in a dark room nearby school. 7) Students will visit the room to keep a record of mushroom growth and irrigate when necessary 8) They will explain about the procedure of mushroom farming and its

	probable risks while growing and using mushroom in the school assembly using the posters and information collected. 9) Students will browse the Internet and get information about mushroom farming in China and compare it with that of Kalika municipality. 10) Students will prepare a comparison report with some graphical representation like pie chart in order to show the proportion of mushroom grown in Nepal & China and its consumption. 11) Students will pick the mushroom themselves and cook different dishes of mushroom and serve them in pots along with their nutritional value.
Month and duration of activity	Mid February 2020 to September 2021
Classes / no. Of pupils involved	Class 8 and 10 / 50 students
Countries covered	Nepal and China
Subjects covered with curriculum link	1) Plant science : Mushroom cultivation of Grade 10 2) PBTE : Cash Crops of Grade 8
Teachers responsible	Santosh Bhandari, Kishor Shrestha, Suman Paudel & Sarada Kumari Kharel
Evaluation methods	• Field visit • Mushroom growth report • Mushroom Preparation • BC evaluation form • Questionnaire • Posters of presentation in the assembly • Students Evaluation answer sheets
Evidences	• Photographs, • Videos • Students Feedback • News Report • Students Evaluation Answer Sheet • Mushroom growth and comparison • BC Evaluation form

ACTION PLAN No.7

Project 7	**"Our School, An Eco-friendly School"** This Project helps the students to set up and run an environment friendly programme, supporting youth to lead projects creating Eco friendly Environment and encouraging students come to school, helping to inspire their school and community go green. It builds their leadership, communication and teamwork skills as well as their confidence, resilience and wellbeing. Students who participate will take care of the plants and flowers, and the overall maintenance of the greenery in School premises.

Type:	In school project with international dimension.
SDG focus:	SDG No.3 - Good health & well being SDG NO.11-Sustainable cities & communities SDG No. 15 - life on land (plants)
Learning Outcomes	At the end of the project the students will be able to:- • Describe Cultivation practices of ornamental plants shrubs, and trees. • Perform Tagging the ornamental plants, trees & shrubs. • Use gardening tools to cut, trim, and prune trees, flowers & shrubs. • Perform removing rubbish & weeds from the garden sites • Perform Sweep and tidy work areas to maintain cleanliness. • Perform watering cans or garden.
Activities	1) Orientation about the project will be conducted to the students. 2) Students will prepare garden sites and plots using hand tools and machines. 3) Students will Plant more than 50 types of plants & flowers in school premises. 4) Students will Tag the ornamental plants, trees & shrubs. 5) Students will regularly water the plants using the rose cans. 6) Students will Sweep and tidy work in plantation areas. 7) Students will Examine and inspect flowers, plants, and shrubs disease and insects. 8) Students will Move potted plants and shrubs using wheelbarrows or carts. 9) Students will remove rubbish & weeds from the garden sites. 10) Students will keep record information about plants and plant growth and share it in the Assembly. 11) Students will regularly inspect plantation areas to keep the field free from rodents, insects 'pests and describe how to protect them. 12) Students will watch videos & learn new techniques of transplanting shrubs & flowers. 13) Students will write a reflection report of this sustainable practice of eco-friendly school. 14) They will share it with neighboring school students and share in international media / newspapers.
Duration of activity	Mid February 2020 to September 2021
Classes / no. of pupils involved	Students of the plant Science & Eco-club committee students /70 Students of PVET (6 – 8)
Countries covered	All over the world
Subjects covered with curriculum link	1) Plant Science : Floriculture of Grade 10 2) EHP : Unit 5 of Grade 9 3) Plant Science : Plant protection of Grade 9 4) PVT of Grade 6 to 8
Teachers responsible	Santosh Bhandari, Kishor Shrestha, Suman Paudel & Subash Bidari

Evaluation methods	✓ Project reports ✓ Teacher reports ✓ Photographs ✓ Student work ✓ Videos ✓ Students Evaluation ✓ BC Evaluation Forms
Evidences	✓ News letter ✓ Photograph ✓ Videos ✓ Activity reports ✓ BC Evaluation form ✓ Student Evaluation Answer Sheet

ACTION PLAN No. 8

Project 8	**Nepalese Students and English Language** The aim of this project is to engage the student in English language learning process. It is an investigation about English language learning in the traditional classroom and also the remedial for its hinders. Especially, this project facilitates the student's communicative skill in English language as well as four skills as included in the curriculum.
Type:	In-school Programme (Supplementary Project)
SDG focus:	**SDG No.4 – Quality Educations**
Learning Outcomes	At the end of the activity, the students belonging to grade 1 to 3 will be able to: a. Give appropriate response in turn-taking conversation in English language. b. Read the written texts and find the meaning of the difficult words, c. Match the meaning of the words in two columns. d. They can pronounce vocabulary in better way.
Activities	• The activities for this project are organized by concentrating the students' level, interest and school's infrastructure as well as curriculum and class-wise objectives of National curriculum in framework. • They will participate in various activities like group song, role play, games, narrating people, places and things etc. Which is primarily supported their speaking skill. • Students get chance to listen English music, short stories, biographies etc. through electronic media in native speaker voice which help them to understand segmental and suprasegmental features. • They will get ample opportunities to be close with ICT and exercise to use it through internet. • The joy of sharing: - students get chance to read different written materials. Such as newspaper, poems, stories, novel etc and they must share or report it with their friends. • To touch the four skills, classroom activities run with various games such as Brainstorming, information gap, Reporting, Story competing etc. • Students can speak with native speakers. They can go nearest tourism zone for it. It will assist them to know the dialect of English language and contextual meaning. • Guardians are invited in school in the great day such as 'Father's Day' and 'Mother's Day' and let students to perform their feelings towards guardians through poem, song or in few words. It helps them to know the values of love and family.

<table>
<tr><td>Duration of activity</td><td colspan="4">Mid February 2020 to September 2021</td></tr>
<tr><td rowspan="2">Classes / no. of pupils involved</td><td>Class</td><td>1</td><td>2</td><td>3</td></tr>
<tr><td>No. of Students</td><td>10</td><td>11</td><td>10</td></tr>
<tr><td>Countries covered</td><td colspan="4">All over the world</td></tr>
<tr><td>Subjects covered with curriculum link</td><td colspan="4">English</td></tr>
<tr><td>Teachers responsible</td><td colspan="4">Maya Lohani, Indranath Paudel ,Shiva Prasad Sapkota and Shantoshi Regmi</td></tr>
<tr><td>Evaluation methods</td><td colspan="4">Evaluation methods to measure the learning outcome among the pupils
a. Rating scales for songs, role-play, storytelling participation in games etc.
b. Keep students' progress record, considering these criteria; pronunciation, vocabulary, accuracy, interaction and fluency.
c. Peer assessment
d. Feedback from guardians
e. Students' write ups of their experiences
f. Create a Rubric</td></tr>
<tr><td>Evidences</td><td colspan="4">a. Screenshots and photographs of classroom activities
b. Answer sheets
c. Videos of programme
d. Students reports
e. News report
f. BC Evaluation Form</td></tr>
</table>

ISA Impact Evaluation

Impact Evaluation Form

All schools taking part in International School Award must submit the Impact Evaluation. The purpose of the Impact Evaluation form is to give schools a chance to assess their own performance on ISA process. The school should talk about the overall impact of ISA in their school and wider community, especially on the students, their behaviour, attitude (deeper learning) and how the ISA has supported the learning outcomes.

The schools are encouraged to talk about the key success factors, strengths as well as the challenges they faced and how did they overcome it.

School Information	
Name of School	Bhimodaya Secondary School
School address	Kalika-5, Chitwan, Bagmati province, Nepal
Name of Head Teacher	Dr. Hari Prasad Kandel
Name of International Coordinator	Mr. Indranath Paudel

1 International Strategy and Communication	
Date when the school's international policy was last reviewed. *(please explain how often the International Policy was reviewed and submit an evidence of that)*	1] 2nd March, 2020 2] 31st May, 2020 3] 10th January, 2021
Date when the school's progress on ISA was reported to Senior Management (School Leadership team, SMC) *(please ensure that progress on ISA is reported to senior management after every two months)*	1] 19th December, 2019 2] 27th December, 2019 3] 20th February, 2020 4] 6th October, 2021 In above dates, SMC was thoroughly informed about the progress of ISA Project and its implementation.

ISA and School's vision *(please explain how the ISA work has supported your school's vision/mission)*	i] Develop Social interpersonal relationship skill among teachers, student with community, national and international collaboration through sharing different activities. ii] Promotes on practical based learning to meet SDG goals international dimensions. iii] Implementation of digital tools and technology during instructional activities. iv] Promotes problem solving using creativity and imagination.
Are new members of staff introduced to planned international learning activities? Yes/ No. *(Give the date of a meeting with new staff where the school's international learning activities were explained.)*	Yes, Discussion was held about the project activities and its positive impacts formally and informally. 1] Whole School Approach Training on 19th December, 2019 2] SMC+Staff meeting and ISA job distribution on 27th December, 2019. 3] Orientation to Staff on 27th December, 2019 for continuation of ISA Project.
Are all members of staff kept informed about ongoing and planned international learning activities? Yes/ No *(Give the date of a full staff meeting where the school's international learning activities were explained and how activities where shared within the school.)*	Yes, We have discussed and informed about ongoing plan international learning activities. 1] 27th December, 2019 Via orientation and seminar.
Are parents kept informed about ongoing and planned international learning activities? Yes/ No. *(Give the date when a newsletter/ similar publication, or meeting reporting the school's international learning activities happened.)*	Yes, we have informed to the parents through students and social media. We sent circulars to our parents during field trip. 1] 19th December, 2019 [News 2] 27th December, 2019 Published] 3] 17th October, 2021
Is the local community informed about or involved in international learning activities in the school? Yes/ No. *(Give the date when a newsletter, newspaper article or similar publication or meeting reporting the school's international learning activities happened.)*	Yes, We have informed and were requested to involve in the activities of Project No. 1, 2, 3 and 5. 1] 19th December, 2019 [News 2] 27th December, 2019 Published] 3] 17th October, 2021 4] 30th March, 2021 [Rally and interaction with local bodies.]

2 International Partner Schools	
Name of international partner school (1)	Wu-Ling Senior High School
Contact name	Karen Liao
Role	ISA Coordinator
School address	Taoyuan, Municipal, Taiwan
Email address	wlshb17@email.wlsh.tyc.edu.tw
Phone number	+886936909198
Summarise the types of interactions you have had with this partner *(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)*	E-mail, Video-conferencing, Zoom meeting WhatsApp Chat

Name of international partner school (2)	Pinewood School, New Delhi, India
Contact name	Shilpa Bagla
Role	ISA Co-ordinator
School address	Pinewood School, New Delhi, India
Email address	shilpibagla@gmail.com
Phone number	+91-8006000739
Summarise the types of interactions you have had with this partner *(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)*	E-mail, Video-conferencing, Zoom meeting WhatsApp Chat

Name of international partner school (3)	Govt. Girls' Elementary School
Contact name	Aasima Rizvi
Role	Project Co-ordinator (Head Teacher)
School address	Chalk #128JB, Chiniot, Pakistan
Email address	Aasimarizvi14@gmail.com
Phone number	+0333-1694046
Summarise the types of interactions you have had with this partner *(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)*	E-mail, Video-conferencing, Zoom meeting WhatsApp Chat

Please feel free to add new tables if you have worked with more international partners

3 National Partner Schools	
Name of national partner school (1)	Chitrawan Secondary School
Contact name	Laxmi Prasad Pokharel, Amit Bhushal
Role	Principal, Science Teacher
School address	Kalika-4, Chitwan, Nepal
Email address	chitrawanschool@gmail.com
Phone number	9855080333
Summarise the types of interactions you have had with this partner *(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)*	School visit and displaying slow sand filtration. Bottle filtration Reciprocal visit by teachers and students
4 National Partner Schools	
Name of national partner school (1)	
Contact name	
Role	
School address	
Email address	
Phone number	
Summarise the types of interactions you have had with this partner *(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)*	

5 Future Plans

Please outline how you will sustain the international ethos in your school throughout the three years of your International School Award accreditation and beyond.

Gaining International School Award (ISA) is not an easy job, to make it sustainable is challenging one. After achieving ISA, our school's duty is to maintain its ethos. Spreading the six core skills by British Council to our neighbouring school is our main motto. Moreover, our duty is to develop deeper learning too.

6 Other Programmes

Please provide details of other programmes (funded and non-funded), projects, accreditation schemes your school is involved in. Please explain if and how, these relate to your International School Award activities.

While we were continuing our ISA programme, Ministry of Social Development, Bagmati Province funded a mushroom tunnel for earning and learning simultaneously it is related to our project entitled "Room, Room, Any Room for Mushroom".

7 Ambassador Role

To what extent has the school supported or mentored other schools to encourage their involvement in the international dimension or the ISA?

Due to the impact of Covid-19, only virtual contact was possible. Anyway, we had public-private partnership with a neighbouring private school. Our team collaborated with Chitrawan Secondary School, Kalika-4, Chitwan. Moreover, our school contacted international partner schools for collaboration. Wu-Ling Senior High School from Taiwan was an international partner for "Save Me, I am in Danger", Pinewood School is another international partner from New Delhi, India. Similarly, Government Girls' Elementary School is another international partner for project-3 "Tharu's Spinning Sticks". International Dimension in schools is to launch an effort to include international work as part of the curriculum and help the other school embed within the school's culture. Our school is showing commitment to embedding international awareness and global citizenship within the school and classes as well. Our duty is to encourage other schools by supporting schools in completing collaborative curriculum- based work with international partner school s and involvement of the wider community.

8 Declaration

A copy of this form needs to go to the head teacher. He or she must confirm that they have approved it.

I Dr. Hari Prasad Kandel, confirm that the international dimension is embedded in the curriculum and life of the school.

I have reviewed the evidence that indicates that the school meets the criteria associated with the Full ISA, as explained by the British Council Pakistan, and undertake to make it readily available to an ISA visitor if requested.

I confirm the accuracy of all the above information and the school's readiness to receive an ISA visitor at a mutually convenient time.

Signed

Date: 25th October, 2021

International School Award

School Name: Bhimodaya Secondary School

Completed Activity Summary Sheet

Please complete the table below for all the completed international activities that have taken place during the current school year. An 'Activity Sheet' should also be completed to provide more detailed information of the results of each activity. Please note that some activities will be the same as those in your proposed activity summary sheet, which was submitted at stage 1, you may have additional activities that were not included at stage 1.

Activity number	Activity title	Partner school/s (if any) and country	Ages of Year Groups Involved														Subjects Involved																Timing and duration	Completed
			4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	English	Maths	Science	Art & Design	Citizenship	DT	Geography	History	ICT	Languages	Music	PE	Plant Scienc	HPE	Social	PVTE		
1	Save Me, I Am in Danger	Wu-ling Senior High School, Taiwan								■	■	■	■	■	■	■			■		■				■					■			Feb. 2020 - Sep. 2021	YES
2	What's Fault in Being a Daughter	Pinewood School, India									■	■	■	■	■	■					■			■	■						■		Feb. 2020 - Sep. 2021	YES
3	Tharu's Spinning Sticks	Govt. Girls' Elementary School, Pakistan									■	■	■	■	■	■				■	■			■	■	■	■				■		Feb. 2020 - Sep. 2021	YES
4	Slow Sand Filtration	Chitrawan Secondary School, Nepal								■	■	■	■	■	■			■	■		■				■					■			Feb. 2020 - Sep. 2021	YES
5	भीमोदय सेरोफेरो व्यवसायिक केरा खेती							■	■	■	■									■	■				■						■	■	Feb. 2020 - Sep. 2021	YES
6	Room Room any Room for Mushroom										■	■	■	■	■				■	■	■				■				■			■	Feb. 2020 - Sep. 2021	YES
7	Our School - An Eco Friendly School											■	■	■	■				■	■	■				■	■			■				Feb. 2020 - Sep. 2021	YES
8	Nepalese Student & English Language			■	■	■	■										■				■				■	■							Feb. 2020 - Sep. 2021	YES
9																																		
10																																		
11																																		
12																																		
13																																		

INTERNATIONAL SCHOOL AWARD 2020-21

Project Title : Save Me, I am in Danger

Project Head- Yadav Prasad Neupane
ISA Co-Ordinator - Indranath Paudel

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan, Nepal

Acknowledgement

I am thankful to our school for giving me chance to lead the project entitled "Save Me, I am in Danger." My special gratitude goes to whole participants, students, colleagues and other stakeholders for giving their valuable time and effort to accomplish this project. I would like to heartily thank British Council, Connecting Classroom for providing such a golden opportunity of learning by experiencing for deeper learning to both teachers and students in an innovative way.

Similarly, I am indebted to our dynamic Principal Dr. Hari Prasad Kandel & enthusiastic ISA Co-ordinator Mr. Indranath Paudel for believing me, assisting me in many ways in this project for field trip, workshop, seminar and other activities while accomplishing this project. My special thanks goes to the Principal of Wu Ling Senior H.S., Taiwan and whole ISA project team for sharing their project entitled "Preservation of Formosan Leopard Cats in Taiwan" by sharing and interacting with Taiwanese students and teachers, our team is sure to be able to raise public awareness for one horned rhino conservation in Nepal and Leopard Conservation in Taiwan.

Finally, our project team and our whole school family would like to express sincere thanks to all the stakeholders, local body head and other staffs at Chitwan National Park, Tikauli Biodiversity Information Centre and National Trust for Nature Conservation for their direct and indirect but valuable contribution during the accomplishment of our project.

Introduction

Bhimodaya Model Secondary school, Kalika-5, Chitwan is in a journey of International Award Programme launched by British Council. Among 8 different projects, Save me I'm in Danger – One-Horned rhino is one of the most crucial project. As we know that India and Nepal are only the habitat of one-horned rhino. According to the latest estimate there are about 2300 one horned rhinos found in India and in Nepal there are more than 700 one horned rhinos. Chitwan district in Nepal is the main shelter of one-horned rhinos where more than six hundred rhinos are found.

To conserve the eco-system, Undoubtedly we have to conserve the rhinos ,too. All the public including government and non-government officials should contribute for rhino conservation. There are so many unique creatures which are going to be extinct soon. Therefore, it's the moral duty of academic institutions and students to launch a campaign to conserve one-horned rhino. Bearing such motto in mind this project aims at raising public awareness to conserve the one-horned rhino . Here is a short plan on how to accomplish the objectives :

Action Plan No. 1

Project 1	Save me, I am in danger! Animals have played an important role in human life for as long as they've all existed. In fact, without the plants and animals that humans have used for food, labour, tools and companionship over countless generations, society could not have advanced to the point it has today. Rhinoceros are killed by some humans for their horns, which are bought and sold on the illegal market, and used by some cultures for ornaments or traditional medicine. This project is related to curricular Unit entitled Wildlife conservation of grade 8 of science and environment subject. This project aims to make our students learn how to conserve the endangered animal especially one-horn rhino in Nepal & leopard in Taiwan.
Type	Collaborative project with an international partner
SDG focus	SDG No.8: Decent Work and Economic Growth SDG No. 15: Life on Land
Learning outcomes	At the end of activity, the students will be able to • Explain the way of preserving one-horn rhino. • Compare & contrast between one horn rhino in Nepal & leopard in Taiwan • Be aware of anti-poaching Rhino and Leopard and aware others by writing news , using placards & banners and rally • Describe the Vital role of animal in chain of ecosystem (especially Rhino)
Activities	1. Orientation about the project is provided to the students. 2. Students are asked to differentiate common and endangered animals and prepare posters. 3. The videos of endangered animals, such as the rhino, tiger panda, etc. are shown and students will write down the reasons of killing them. 4. Students will write down the different ways of protecting Rhinos in Nepal and Leopard in Taiwan. 5. Field visit at Chitwan National Park, Nepal, with questionnaire prepared by students to the conservation officer 6. Museum visit at Sauraha, Chitwan .Then students will present it in the school Assembly. 7. Street drama by students to arouse people's awareness of conserving one-horn- rhino. 8. Our students will share the posters /charts /PPT of saving Rhino, its role in the chain of ecosystem with the partner school students. 9. Partner school students will share their ways of preserving endangered leopard in Taiwan with our students. 10. Send documents, photos, videos of these to the partner school by exchanging through social media. 11. Both school students will be discussing through Zoom and Google meet on saving one-horned Rhino in Nepal and Leopard in Taiwan and they will compare it.

Action Plan No. 1 (Cont.)

Duration of activity	Mid February 2020 to September 2021
Class involved	Class - 8/9 (50 students)
Countries covered	Nepal, India, Sri Lanka ,Taiwan & south Africa
Subjects Link	Grade : 10 Subject : EHP Unit : 6 Unit Title : "Natural Resources and Biodiversity"
Teachers responsible	Yadav Prasad Neupane, Ganesh Paudel & Shankar Ghimire
Evaluation Methods	1. Interview questionnaires & photographs 2. Assembly presentation 3. PPT slides 4. Collection of case study/report of Rhino 5. Zoom/Google Meet video session 6. Street Rally Photo/Videos 7. Student Evaluation
Evidence	• Photos, Videos, Banners, Playcards, • PowerPoint slides, News Stories, • BC Evaluation Form • Questionnaire • Feedback and Letter of appreciation from Partner school, • Student Evaluation sheet, • Circulars, Appeal Letter, • Minuting (Copy), • E-mail/WhatsApp Chat

Journey to Field Visits

What to do	**Raise public awareness**
Why to do	To conserve one horned rhino
Who are to do	Students, Teachers and general public
Where to go	National Park Headquarters, Kasara ,Chitwan Local Ward offices
How to do	By field Trip, rally, slogan, talk, interactions, interview with the officials etc.
Whom to share	National & International schools
What time to do	2020 January to October 2021

News Report Published in the Newspaper

पदमपुरको भीमोदय नमूना माविमा एक दिवसिय होल स्कूल एप्रोच तालिम

चितवन । भीमोदय नमूना माविमा ब्रिटिश काउन्सिलको प्राबिधिक सहयोगमा होल स्कूल एप्रोच तालिम कार्यक्रम सम्पन्न भएको छ ।
देशभरका १२१ बिद्यालय मध्ये कालिका नगरपालिकाको भीमोदय नमूना मावि पनि ब्रिटिश काउन्शिलमा छनोट भएको छ । आज कालिका – १ स्थित आप्पा ब्याङ्केटको सभा हलमा भीमोदय नमूना माविले आफ्नो बिद्यालयको पठन पाठन नयाँ शैलीमा संचालन गर्न विद्यालयका ५४ जना शिक्षक/कर्मचारीहरुलाई एक दिवसिय प्रशिक्षण दिएको छ। बिद्यालयले अब निकट समयमा बेलायतको सरकारी बिद्यालय संग सिकाइमा साझेदारी कार्यक्रम संचालन गर्नेछ । बिद्यार्थी र शिक्षकहरु बीच अन्तरदेशीय रुपमा विभिन्न कुराहरुमा सहकार्य हुनेछ । बिद्यालयले आइएसए (ISA) सर्टिफिकेट प्राप्त गर्नका लागि यो वर्ष आबेदन गरेको छ ।

विद्यालयको आफ्नै आयोजनामा तालिम सम्पन्न भएको हो ।तालिम उद्घाटन कार्यक्रमको प्रमूख अतिथि शिक्षा बिकाश तथा समन्वय प्रमूख भूमिलाल सुबेदी रहनु भएको थियो भने अध्यक्षता बिब्यस अध्यक्ष अमृत श्रेष्ठले गर्नु भएको थियो । बिहान ८।३० बजे देखि बेलुका ६ बजे सम्म तालिम संचालन भएको थियो । ब्रिटिश काउन्शिलका बरिष्ट प्रशिक्षक प्राध्यापक तिर्थ कंडेलले प्रशिक्षण दिनु भएको थियो । तालिमको अन्तमा सहभागी सबैलाई प्रमाणपत्र वितरण गरिएको थियो । तालिम वाट सबै शिक्षक कर्मचारीहरु उत्साहित देखिनु भएको छ । अब भीमोदय माविको पठन पाठन ब्रिटिश काउन्शिलको अन्तराष्ट्रिय पद्दतिमा संचालन हुने कुरा प्रधानाध्यापक डा हरिप्रसाद कंडेलले बताउनु भयो । यसै बर्ष देखि स्टाफ नर्स , संगीत शिक्षक र खेल शिक्षकको समेत व्यवस्था गरिएकोले बिद्यालयको अतिरक्त क्रियाकलाप अझ व्यवस्थित हुने कुरा समेत बताउनु भएको थियो ।

ताजा अपडेट

भीमोदय नमूना माविमा अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA सम्बन्धमा अन्तरक्रिया सम्पन्न

admin December 28th, 2019

चितवन, कालिका नगरपालिका-५ स्थित भीमोदय नमूना माविमा यू.के.एड द्वारा प्रदान गरिने बिद्यालयको गुणस्तर सम्बन्धि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न भएको छ । बिद्यालय ब्यबस्थापन समितिका अध्यक्षतामा सम्पूर्ण शिक्षक, कर्मचारी, बि.व्य.स. पदाधिकारी र शिक्षक अभिभावक संघ बीच शैक्षिक गुणस्तर सम्बन्धमा ब्यापक अन्तरक्रिया गरिएको थियो । कार्यक्रममा ISA कोर्डिनेटर शिक्षक इन्द्रनाथ पौडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का सम्बन्धमा बिषय प्रवेश गराउनुभएको थियो । बिद्यालयका प्रधानाध्यापक डा. हरिप्रसाद कंडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का लागि बिद्यालयले संचालन गर्नु पर्ने ७ ओटा प्रोजेक्टहरु, त्यसका मापदण्डहरु, अवसर र चुनौतिहरु माथि प्रकाश पार्नु भएको थियो । २०२०-२१ का लागि भीमोदय नमूना मावि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA)को प्रतिस्प्रधामा सहभागी हुदैछ । कार्यक्रममा शिक्षकहरुले आ-आफ्नो जिज्ञासाहरु राख्नुभएको थियो । कार्यक्रममा अमृत श्रेष्ठ र उत्तरकुमार अधिकारीले मन्तब्य राख्नु भएको थियो । छलफल पछि प्रधानाध्यापकको नेतृत्वमा १० सदस्सीय ISA व्यवस्थापन तथा कार्यान्वयन समिति गठन भएकोछ ।

बिद्यालयमा सचालन गर्ने प्रोज्र्क्टहरुका लागि ८ जना प्रोजेक्ट हेडहरु छनोट गरिएको छ । आगामी जनवरी १९ भित्र विद्यालायाले ती प्रोजेक्टकोको एक्सन प्लान ब्रिटिश काउन्शिलमा बुझाउनेछ । बिद्यालयले विदेश स्थित ३ ओटा बिद्यालयहरु र एउटा स्थानिय संस्थागत विद्यालय संग पार्टनरसीप प्रोग्राममा कोलाबोरेसन गर्ने छ । एकओटा स्थानिय पाठ्यक्रमा आधारित प्रोजेक्ट, एउटा भाषा सिकाइ सम्बन्धि प्रोजेक्ट र अन्य दुई ईनस्कूल प्रोजेक्टहरु संचालन गर्नेछ । अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) कार्यक्रम संगै भीमोदयका स्टाफ र बिद्यार्थीहरु बेलायतमा गएर प्रोफेशनल डेभलपमेन्टको शेयारिंग गर्ने अवसर प्राप्त गर्नेछन । त्यसै गरि बिदेशी शिक्षक र बिद्यार्थीहरु भीमोदयमा आउने र संगै सिकाइ गर्ने मौका मिल्नेछ । यसवाट भीमोदय माविको ख्याति अन्तराष्ट्रिय स्तरमा बढ्नेछ । यो अवार्ड प्राप्त गर्न १२ महिनाको अवधिमा अघि भनिएका प्रोजेक्टहरुको सफल संचालन हुनु पर्नेछ । ब्रिटिश काउन्शिलले सहजीकरण तथा मुल्यांकन गर्नका लागि भीमोदय माविमा स्कूल एम्बेसडर तोक्ने छ । प्रस्तावित सबै प्रोजेक्टहरु बिद्यार्थीहरुले लीड गर्ने छन् । सबै उमेर र तहका ७५ % भन्दा बढी बिद्यार्थीहरु प्रत्यक्ष रुपमा प्रोजेक्ट कार्यमा सहभागी हुनु पर्नेछ । प्रोजेक्टहरुले ८० % कन्टेन्ट कभरेज गर्नुका साथै एसडीजी गोल संग लिंक भएको हुनु पर्नेछ । सबै प्रोजेक्टमा ईण्टरनेसनल डाइमेन्सन हुनु पर्दछ । यस कार्यक्रमले भीमोदय माविको पठनपाठन युके बिद्यालय मोडेलमा संचालन गर्न गराउन बाध्य बनाउनेछ । यसले गर्दा बिद्यार्थीहरु ग्लोबली ट्यालेन्ट हुने अवसर निर्माण हुने छ ।

ताजा समाचार

News Report Published in the Newspaper

भीमोदय नमूना माविको ऐतिहासिक इन्टरनेशनल स्कूल अवार्डको यात्रा

६ दिन अगाडि

यस्तै गरि In- School Project अन्तर्गत विद्यालमा शन्तोष भण्डारी सरको नेतृत्वमा स्कूल सँगै कमाई गर्ने कार्यक्रम च्याउ खेतिको “Room Room any Room for Mushroom!” शीर्षकको प्रोजेक्ट र किशोर श्रेष्ठ सरको नेतृत्वमा हरियाली बिद्यालय हाता बिकास गर्न “Our School, An Eco-friendly School” शिर्षकको प्रोजेक्टमा बिद्यार्थी सहभागितामा बिबिन्न क्रियाकलाफारू संचालन गरेको छ ।

त्यसैगरि 20% Local Curriculum project अन्तर्गत सुबास बिडारी सरको नेतृत्वमा कक्षा ४ र ५ को लागि “कृषि व्यवसाय–केरा खेती” नामको स्थानीय पाठ्यक्रम निर्माण गरि शिक्षण गरिएको छ । Public Private Partnership project अन्तर्गत बिज्ञान शिक्षक गणेश पौडेल सरको नेतृत्वमा स्थानीय संस्थागत बिद्यालय चितवन आवासीय मावि सँग “**Slow SandFiltration**” शिर्षकको प्रोजेक्टमा क्रियाकलापहरू गरिएको छ । विद्यालयले माया लोहनीको नेतृत्वमा ISA मा तल्ला कक्षाहरुको सहभागिता सुनिस्चित गर्न अंग्रेजी भाषा प्रवर्दन गर्ने उदेश्यले अतिरिक्त प्रोजेक्ट अन्तर्गत“Nepalese Students and English Language” शिर्षकमा भाषा सिकाइको क्रियाकलापहरु संचालन गरेको अवस्था छ ।

यी सबै प्रोजेक्टहरुको संचालनमा शिक्षक इन्द्रनाथ पौडेलले ISA –Coordinator को रुपमा महत्वपूर्ण भूमिका निर्वाह गर्नु भएको छ । सबै प्रोजेक्टहरुमा पाठ्यक्रम केन्द्रित क्रियाकलाप,पार्टनर स्कूलहरु सङ्ग सहक्रियाकलाप,दिगो बिकासका लक्ष्यहरूको कार्यान्वयन,शिक्षकहरुको निरन्तर पेशागत विकास,पाठ्यक्रमको अधिकांस क्षेत्रको प्रतिनिधित्व,सबै उमेर र कक्षाका विद्यार्थीहरुको सहभागिता र वर्षभरि नै किर्याकलाप गर्ने मुख्य लक्ष्य रहेको छ ।

पछिल्लो समय सामुदायिक विद्यालय भए पनि भीमोदय नमूना माविले विद्यालयलाई विद्यार्थी केन्द्रित सिकाइमा जोड दिने नीति अवलम्वन गरेको छ । यहि कारणले हालका दिनहरुमा विद्यालयमा अभिभावक र विद्यार्थीको आकर्षण बढ्दो अवस्थामा पुगेको छ । विद्यालयको वर्तमान प्रधानाध्यापक डा.हरिप्रसाद कंडेल र उँहाको टिम विद्यालयमा सिकाइको नयाँ आयाम भित्राउन निरन्तर लागि परिरहेको कुरा त्यहाका अभिभावकहरु खुसि साथ वाताउँछन । विद्यलाका प्रधानाध्यापक डा.हरिप्रसाद कंडेलका अनुसार आगामी महिना विद्यालयले इन्टरनेशनल स्कूल अवार्डको प्रमाण पत्र प्राप्त गर्ने छ । यस संगै वेलायतका बिद्यालयहरु संग भीमोदयले सहकार्य गर्ने अवसरको ढोका खुल्ने छ ।

चितवनको कालिका नगरपालिकामा रहेको सामुदायिक मावि भीमोदय नमुना माध्यमिक विद्यालयले पनि यो वर्षको अक्टुवर महिनामा इन्टरनेशनल स्कूल अवार्ड पाउने दौडको अन्तिम चरणमा रहेको छ । विद्यालयले २०७६ मङ्सिर देखि नै यसका लागि प्रोजेक्ट छनोट, प्रोजेक्ट कोर्डिनेटरहरुको नियुक्ति, विद्यार्थी समुहहरुको निर्माण, ओरिन्टेसन तथा शिक्षक तालिम, international partner स्कूलहरुको खोजि एवं विभिन्न ८ ओटा प्रोजेक्टहरु सँग सम्बन्धित क्रियाकलापहरु संचालन गर्दै आएको छ । यसको लागि काठमाण्डौ स्थित व्रिटिश काउन्सिलले school ambassador को रुपमा उर्वशी खड्का,क्षेत्रीलाइ फेसिलेटर एवं समन्वयकर्ताको जिमेवारी तोकेको छ । यस अघि बिभिन्न चरणमा व्रिटिटिश काउन्सिलले प्रअ र ISA कोर्डिनेटर शिक्षकलाई यस सम्बन्धमा काठमाण्डौ स्थित पार्क होटेलको ज्ञान रिसर्च केन्द्रमा तालिम प्रदान गरेको थियो ।

विद्यालयले यादव न्यौपाने सरको नेतृत्वमाinternational Collaborative projects अन्तर्गत ताइवानको TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL सँग नेपालको एक सिंगे गैंडा संरक्षणको “SAVE ME,I AM IN DANGER” शिर्षकको प्रोजेक्ट, सावित्री भट्टराई मेडमको नेतृत्वमा स्थानीय बोटे जातिका महिला शसक्तिकरणका लागी“ WHAT A FAULT BEING A DAUGHTER ? ” शिर्षकको प्रोजेक्टमा दिल्ली स्थित PINEWOOD SCHOOL सँग र अजय महतो सरको नेतृत्वमा पाकिस्तान स्थित GOVT GIRLS ELEMENTARI SCHOOL सङ्ग स्थानीय थारु संस्कृति सँग सम्बन्धित “THARU SPINING STICKS ” प्रोजेक्ट शिर्षकमा सहक्रियाकलाफारू संचालन गरेको छ ।

Meeting about the Project

Date: December 18, 2020
Page: 1

Chairperson :- ISA Co-ordinator : Indranath Poudel
Presence : ISA member : Shiva Prasad Sapkota
Project Head : Yadav Prasad Nepane

Venue : Bhimodaya Model Secondary School, Conference Hall
Date : December 18, 2020

Agenda :
i) Discussion about this project
ii) Nomination of boys and girl leaders of this project

Attendees

No.	Name	Class
1.	Kritika Pariyar	7A
2.	Smriti Dhakal	7A
3.	Tilasmi Ban	7A
4.	Sanju Pariyar	7B
5.	Pratima Gurung	7B
6	Akriti B.K.	8A
7.	Samiksha Shrestha	8A
8.	Albina Lama	9E
9.	Namrata Shrestha	9E
10.	Suraj Nyure	8A
11.	Roshan Thapa	9D
12.	Ashika Raut	7B
13.	Debi Rana Magar	7B
14.	Jisika Chaudhary	7B
15.	Bhumika Chaudhary	7A
16.	Anusha Mahato	7A
17.	Nikesh Chalise	8B
18.	Sachin Bomjan	8B
19.	Prem Rana Magar	8A

No.	Name	Class
20.	Anish Paneru	8A
21.	Ritesh Shrestha	7A
22.	Kiran Poudel	7A
23.	Rachin Dhakal	7A
24.	Rashmi Koirala	8B
25	Anita Tamang	8B
26.	Hema Yakha	8B
27.	Sumina Kumal	9D
28.	Niharika Chaudhary	9D
29.	Shalonya Bhattarai	9E
30.	Sandesh Khanal	9E
31.	Sumit Khanal	9E
31.	Neha B.K.	9D
31.	Ritu Sarki	9D
32.	Nabina Shrestha	9D

After selecting student members of different classes for this project, agenda were discussed and came to the conclusions as follows.

Decision-1. One horned rhino is being endangered, so our motto is to contribute for its preservation to accomplish our goal. A brief discussion was held and concluded to try to make this project excellent and successful.

Decision-2 : To guide and inform their member student attendees, two leaders from boys and girls side are selected as follows.

a) Leader : Sumit Khanal From Boys Side
b) Leader : Nabina Shrestha From Girls Side.

Orientation about the Project

A field trip to Chitwan National Park Headquarter, Kasara

One-horned Rhino seen during the Field Visit to Chitwan National Park

Save Me From Being Like Dinosaur : One-horned Rhino

Save Me From Being Like Dinosaur : One-horned Rhino

Instructions and Involvement of ISA Co-ordinator & Project Head before going to Rally

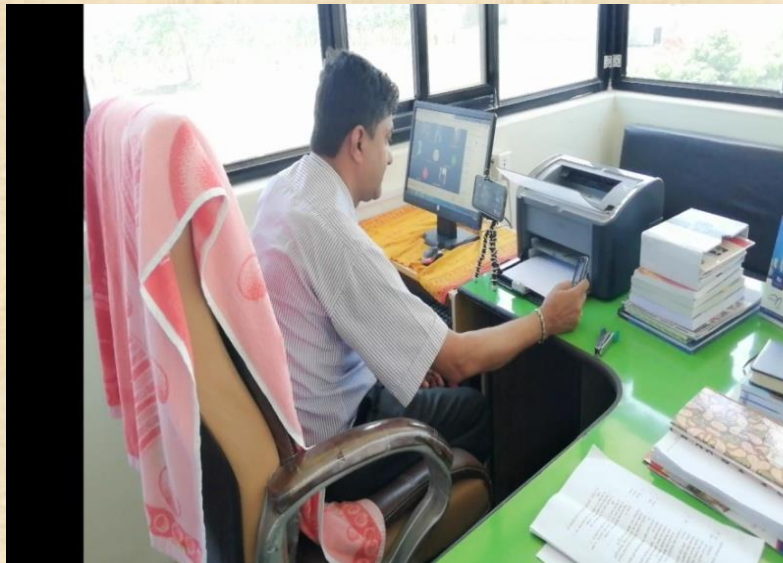
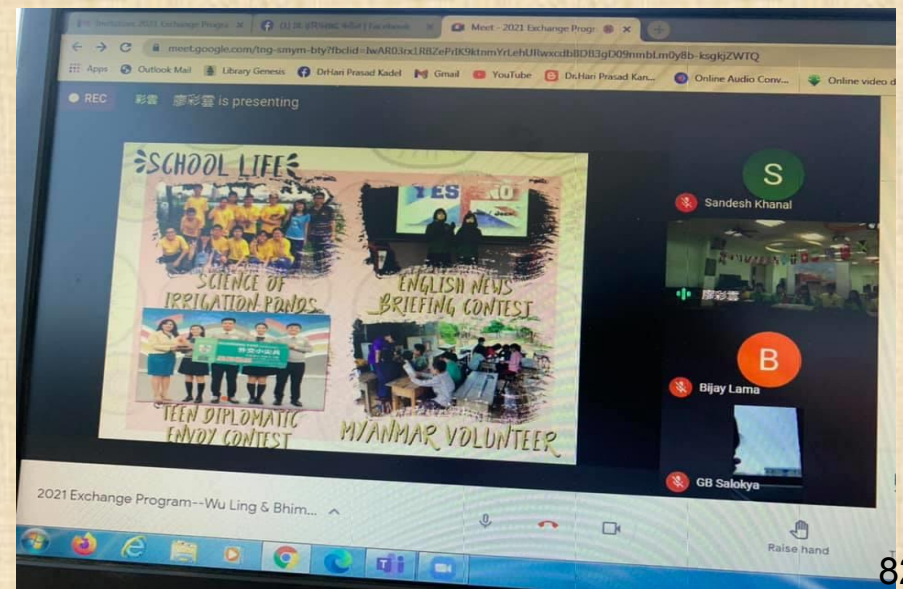
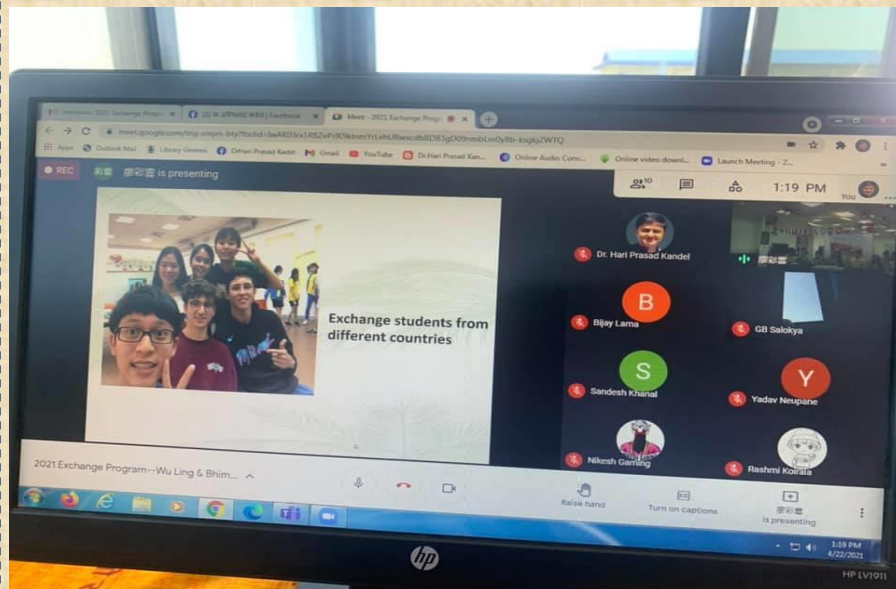
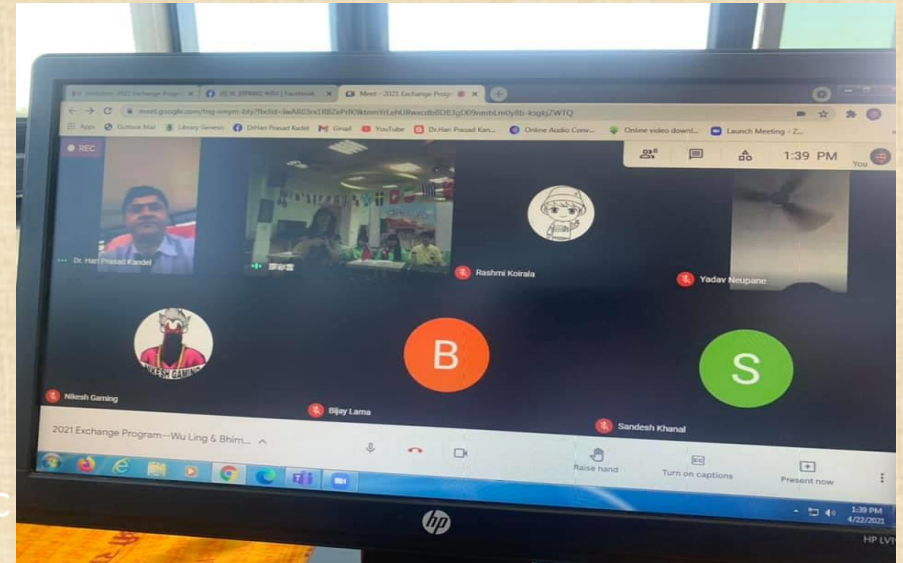
Rally of the Student to Raise Public Awareness

Instruction Before Going To Rally

Students involvement in rally

Group Photo of Project Heads in Banner

Project Head with Students in Banner

Interactions and questionnaire with international partner school- Wu-Ling School ,Taiwan

Students interacting with partner school about the conservation of one-horned rhino in Nepal and Leopard in Taiwan

ZOOM Interaction with Partner School

Video Link https://drive.google.com/file/d/1brCLnuIg9kfw-KxKmFCwbKxcK3JaUukC

ZOOM Interaction with Partner School

Virtual Exchange Program

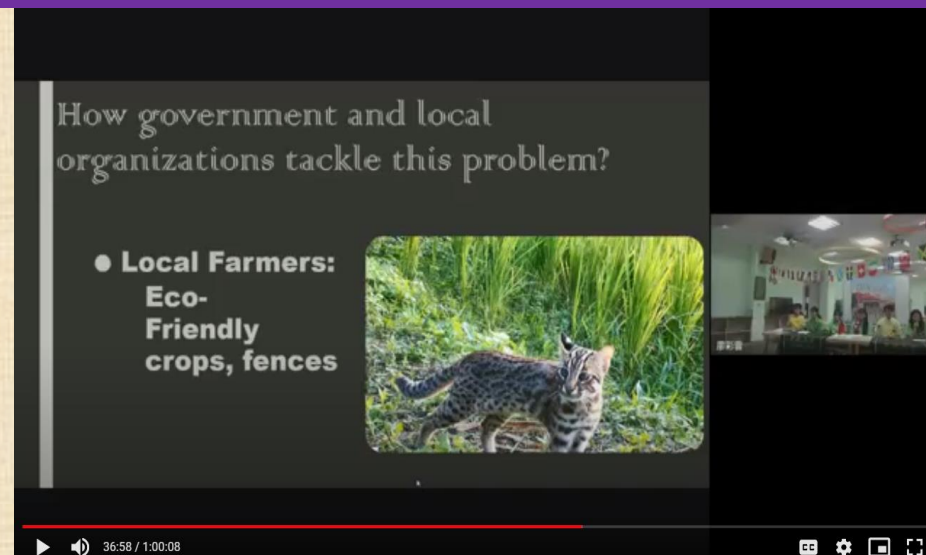
Time: April 22, 2021 (Thursday)

15:15 – 16:00 p.m. Taiwan time

13:00 –13:45 p.m. Nepali time

Participants:

Wu-Ling Senior High School, Taiwan & Bhimodaya, Nepal

Program	Time
Greetings & General Introductions (school/class/teacher)	3 minutes
1st presentation: Intro of Wuling Senior High School	8~10 minutes
2nd presentation: Intro of Bhimodaya Model Secondary School	8~10 minutes
3rd presentation: (presented by Wuling) ***Preservation of Formosan Leopard Cats in Taiwan*** **Q&A**	10 minutes
4th presentation: (presented by your school) ***Preservation of one-horned rhinos in Nepal*** **Q&A**	10 minutes
General Q&A Discussion	5 minutes

Recording link: https://drive.google.com/file/d/1brCLnuIg9kfw-KxKmFCwbKxcK3JaUukC/view?fbclid=IwAR0I9cx4LlDpk4XbAut3wZsJbX5Wf--_SMtakAZTs7SRSD_CZ93WDVvuYEM

ZOOM Interaction with Partner School

Recording link: https://drive.google.com/file/d/1brCLnuIg9kfw-KxKmFCwbKxcK3JaUukC/view?fbclid=IwAR0I9cx4LlDpk4XbAut3wZsJbX5Wf--_SMtakAZTs7SRSD_CZ93WDVvuYEM

Webinar and Student's Feedback

20th March, 2021

British Council

I am Salokya Bhattarai from Shree Bhimodaya Secondary school. I study in grade 9 'E'. I involved in the ISA project "Save me I am in danger - One horned rhinoceros" in collaboration with Wu-ling school of Taiwan and we also collaborated with Canary School of Ahemdabad, India. We observed the status of one-horned rhinoceros in our country. We researched about the causes and harmful effects of One-horned Rhinoceros extinction. We conducted awareness rallies and participated in field visit and interviews. We interviewed the chairperson of kalika-4 and kalika-5. Our awareness rallies were also held in these wards (kalika-4 and kalika-5). We have planned some effective measures for one horned rhino conservation.

I am thankful to the British Council and our school to provide me this opportunity to participate in this ISA project.

Thank You!
Salokya Bhattarai

Whatsapp Chat with International Partner

Whatsapp Chat with International Partner

Whatsapp Chat with International Partner

Wu-Ling School, Taiwan

Partner School : Wu-Ling Senior High School, Taiwan

Partner School : Wu-Ling Senior High School, Taiwan

Orphans Rhinoceros boy protected in National Trust for Nature Conservation, Sauraha, Chitwan

Orphans Rhinoceros boy protected in National Trust for Nature Conservation, Sauraha, Chitwan

Circular for Parents

श्री भीमोदय नमुना माध्यमिक विद्यालय
कालिका ५, चितवन

मिति: २०७७/११/२३

श्रीमान् अभिभावक ज्यू
यस श्री भीमोदय नमुना माध्यमिक विद्यालय ब्रिटिस काउन्सील अर्न्तगत ईन्टरनेशनल स्कुल अवार्ड २०२०/२१ का लागि एक सिङ्गे गैंडा संरक्षणार्थ मिति २०७७/११/२५ गते ठिक ११:०० बजे अर्न्तक्रिया एवं स्थलगत भ्रमणको निमित्त चितवन राष्ट्रिय निकुन्ज कार्यालय कसरा चितवनमा लैजानु पर्ने भएको हुँदा यहाँको बालबालिकालाई उक्त कार्यक्रममा सहभागी गराइदिनु हुन अनुरोध छ ।

परियोजना प्रमुख
(यादव प्रसाद न्यौपाने)

प्रधानाध्यापक
(डा. हरि प्रसाद कंडेल)

श्री भीमोदय नमुना माध्यमिक विद्यालय
कालिका ५, चितवन

मिति: २०७७/१२/१९

श्रीमान् अभिभावक ज्यू
यस श्री भीमोदय नमुना माध्यमिक विद्यालय ब्रिटिस काउन्सील अर्न्तगत ईन्टरनेशनल स्कुल अवार्ड २०२०/२१ का लागि एक सिङ्गे गैंडा संरक्षणार्थ मिति २०७७/१२/२० गते ठिक ११:०० बजे र्‍याली सहित अर्न्तक्रिया कार्यक्रमको निमित्त चितवन कालिका नगरपालिकाको ४ र ५ नम्बर वडा कार्यालयमा लैजानु पर्ने भएको हुँदा यहाँको बालबालिकालाई उक्त कार्यक्रममा सहभागी गराइदिनु हुन अनुरोध छ ।

परियोजना प्रमुख
(यादव प्रसाद न्यौपाने)

प्रधानाध्यापक
(डा. हरि प्रसाद कंडेल)

श्री भीमोदय नमुना माध्यमिक विद्यालय
कालिका ५, चितवन

मिति: २०७८/०६/११

श्रीमान् अभिभावक ज्यू
यस श्री भीमोदय नमुना माध्यमिक विद्यालय ब्रिटिस काउन्सील अर्न्तगत ईन्टरनेशनल स्कुल अवार्ड २०२०/२१ का लागि एक सिङ्गे गैंडा संरक्षणार्थ मिति २०७८/०६/१४ गते ठिक ११:०० बजे अर्न्तक्रिया एवं स्थलगत भ्रमणको निमित्त जैविक विविधता सूचना केन्द्र तथा राष्ट्रिय प्रकृति संरक्षण कोष(जैविक विविधता संरक्षण केन्द्र) चितवनमा लैजानु पर्ने भएको हुँदा यहाँको बालबालिकालाई उक्त कार्यक्रममा सहभागी गराइदिनु हुन अनुरोध छ ।

परियोजना प्रमुख
(यादव प्रसाद न्यौपाने)

प्रधानाध्यापक
(डा. हरि प्रसाद कंडेल)

Observation in Museum

नेपालको जैविक विविधता
नेपालको धन

Nepal's Biodiversity
Nepal's Wealth

रु.१ मा अंकित चित्तल
Spotted Deer on Rs.1

रु.२ मा अंकित चितुवा
Leopard on Rs.2

Yak on Rs.5

रु.१० मा अंकित कृष्णसार
Blackbuck on Rs.10

Swamp Deer on Rs.20

रु.२५ मा अंकित गाई
Cow on Rs.25

रु.५० मा अंकित नाउर
Blue Sheep on Rs.50

रु.१०० मा अंकित एक सिंगे गैंडा
Greater One horned Rhinoceros on Rs.100

Cow on Rs.250

रु.५०० मा अंकित पाटे बाघ
Royal Bengal Ti on Rs.500

Asian Elephant on Rs.1000

Field Trip

गैडा स्थानान्तरण
Rhino Translocation
Rhino translocation in Nepal evolved with the idea that the re-introducion of endangered or threatened species in their historical range would help to establish more than one viable population. This would help counter the effects of natural calamities and diseases. Current technology and expertise provide opportunities to develop more than one population of this threatened and endangered species through translocation.
Nepal is a leading country in the world both in terms of expertise and experience of rhino translocation. Rhino translocation in Nepal began in 1986. Till 2003, a total of 87 individuals have been translocated from the source population in Chitwan National Park, making it one of the most successful and popular species restoration efforts in the world.
In Bardia National Park 83 rhinos have been released to establish a second viable population since 1986, while 4 rhinos were translocated to Suklaphanta Wildlife Reserve in 2000.
Total Rhinos = 87

Rhino
The rhino is the only mammal with a horn on its nose. A baby rhino weights an average of 70 kgs.
गैडा
Rhino foot
Rhino Teeth

Field Trip

Interaction Program at National Trust for Nature Conservation

Letter from Resource Centers

टिकौली जैविक बिविधता सूचना केन्द्र
Tikauli Biodiversity Information Center
रत्ननगर-७, चितवन
Ratnanagar-7, Chitwan, Nepal
स्था.-२०६३
Estd.-2063

प.सं.:- ०६८/६९
च.नं.:- ०८
मिति/Date २०६८/९/१४

श्री जो जससंग सम्बन्धित छ।

विषय: जानकारी सम्बन्धमा

कालिका नगरपालिका वार्ड नं. ५, पदमपुर चितवनमा अवस्थित श्री भीमोदय नमुना मा.वि. बाट British Counsil द्वारा आयोजित ISA project का लागि गैंडा संरक्षण संग सम्बन्धित विविध अध्ययनका लागि विद्यार्थीहरुद्वारा यस जैविक विविधता सूचना केन्द्रको अवलोकन भ्रमण गरिएको र सो सम्बन्धि सूचना तथ्यांकहरु प्रदान गरिएको व्यहोरा प्रमाणित गरिन्छ।

सचिव
(सुनिता घिमिरे)

राष्ट्रिय प्रकृति संरक्षण कोष
जैविक विविधता संरक्षण केन्द्र

मिति २०७८।०६।१४

जो जससंग सम्वन्धित छ।

उपरोक्त सम्वन्धमा कालिका नगरपालिका ५ पदमपुर, चितवनमा अवस्थित श्री भीमोदय नमूना मा.वि.बाट British Council द्वारा आयोजित ISA Project का लागि गैंडा संरक्षणसंग सम्वन्धित विविध विषयमा अध्ययन गर्न उक्त विद्यायलमा कक्षा ६ देखि कक्षा १२ सम्म अध्ययतरत छात्र छात्रा एवम् शिक्षकहरु समेत यस केन्द्रमा अन्तरकृया कार्यक्रममा सहभागी हुनुभएको व्यहोरा जानकारीको लागि अनुरोध गर्दछु।

आशिष गुरुङ्ग
(संरक्षण अधिकृत)

रत्ननगर-६, सौराहा, चितवन, नेपाल ।
फोन : ९७७-५६-५८०१५३, ९७७-५६-५८००६२, ५८०२८८
फ्याक्स : ९७७- ५६- ५८०१३०

पो. ब.नं. ३७१२, काठमाडौं, नेपाल ।
फोन : ९७७-१-५५२६५७१, ५५२६५७३
फ्याक्स : ९७७-१-५५२६५७०
वेबसाइट : http://www.ntnc.org.np

Letters from School and Resource Center

कोड नं. : ३५०२८०००६ फोन : ०५६-६२१०२४ (Ph. : 056-621024)

श्री भीमोदय माध्यमिक विद्यालय

Shree Bhimodaya Secondary School

कालिका नगरपालिका-५, चितवन

Kalika Municipality-5, Chitwan

स्थापित : २०२७ (Estd. : 2027)

प.सं. (Ref.No.) :

च.नं. (Dispatch No.) : ५१/०७८/७९

मिति (Date) : २०७८/०७/०७

श्रीमान् कार्यालय प्रमुख ज्यू
चितवन राष्ट्रिय निकुञ्जको कार्यालय
कसरा,चितवन

विषय: सिफारिस गरिदिनु हुन ।

प्रस्तुत विषयका सम्बन्धमा यस विद्यालयबाट British Council द्वारा आयोजित ISA [International School Award] कार्यक्रम अन्तंरगत एक सिङ्गे गैंडा संरक्षण सम्बन्धि स्थलगत भ्रमण तथा अवलोकन र अन्तंक्रियाका लागि यस विद्यालयका शिक्षक तथा विद्यार्थीहरुको कोर समुहले तहाँको कार्यालयमा अन्तंक्रिया गरिसकिएको हुँदा सोको सिफारिस पत्र उपलब्ध गराईदिनु हुन अनुरोध छ ।

प्रधानाध्यापक

E-mail : schoolbhimodaya@gmail.com, Website : www.bhimodayass.edu.np

नेपाल सरकार
वन तथा वातावरण मन्त्रालय
राष्ट्रिय निकुञ्ज तथा वन्यजन्तु संरक्षण विभाग
चितवन राष्ट्रिय निकुञ्ज कार्यालय
कसरा, चितवन

पत्रसंख्या : ०७८/७९
चलानी नं : ५६०
प्राप्त पत्र संख्या र मिति :

मिति:२०७८/०७/०८

विषय: जो जससँग सम्बन्ध छ ।

प्रस्तुत विषयमा कालिका नगरपालिका वडा नम्बर ५ पदमपुर, चितवनमा अवस्थित श्री भीमोदय माध्यमिक विद्यालयबाट British Council द्वारा आयोजित ISA Project का लागि गैंडा संरक्षणसंग सम्बन्धित विविध विषयमा अध्ययन गर्न मिति २०७७/११/२५ गते उक्त विद्यालयमा कक्षा ६ देखि कक्षा १२ सम्म अध्ययनरत छात्र, छात्रा एवं शिक्षकहरु समेत यस कार्यालयमा उपस्थित भई अन्तरक्रिया कार्यक्रममा सहभागी हुनु भएको व्यहोरा जानकारीको लागि अनुरोध छ ।

राजु घिमिरे
सहायक संरक्षण अधिकृत

Letter from Local Government Offices

कालिका नगरपालिका

...नं. वडा कार्यालय

पिपरिया..., चितवन

बागमती प्रदेश, नेपाल

मिति २०७७/१२/२०

जो जस संग सम्बन्ध छ।

विषय -जानकारी सम्बन्धमा।

प्रस्तुत विषयको सवन्धमा श्री भीमोदय नमुना माध्यमिक विद्यालय कालिका ५ चितवनमा संचालनमा रहेको ब्रिटिश काउन्सिल International school award (ISA) कार्यक्रम अन्तर्गतको "Save me, I am in Danger" को कोर समुहले २०७७/१२/१७ मा यस वडा कार्यालयमा र्‍याली सहित अन्तरक्रियात्मक कार्यक्रम गरेको व्यहोरा जानकारीका साथ प्रमाणित गरिन्छ।

कृष्ण कुमार श्रेष्ठ

वडा अध्यक्ष

कालिका नगरपालिका

...५... नं. वडा कार्यालय

कालिका न.पा., चितवन

बागमती प्रदेश, नेपाल

मिति २०७७/१२/२०

जो जस संग सम्बन्ध छ।

विषय -जानकारी सम्बन्धमा।

प्रस्तुत विषयको सवन्धमा श्री भीमोदय नमुना माध्यमिक विद्यालय कालिका ५ चितवनमा संचालनमा रहेको ब्रिटिश काउन्सिल International school award (ISA) कार्यक्रम अन्तर्गतको "Save me, I am in Danger" को कोर समुहले २०७७/१२/१७ मा यस वडा कार्यालयमा र्‍याली सहित अन्तरक्रियात्मक कार्यक्रम गरेको व्यहोरा जानकारीका साथ प्रमाणित गरिन्छ।

दिपक बहादुर भट्टराई

का बा वडा अध्यक्ष

Video Links

https://bhimodayass.edu.np/isafile/Yadav_Neupane/

[3 Videos are attached on the above URL.]

Students Evaluation

Shree Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet on **Save Me, I am in Danger**

[International School Award (ISA), British Council]

Name: Tilasmi Ban Class: 8'B'

Choose the correct answer.

1. In which two countries the greater one horned rhino can be found in the world?
   a] Nepal and China b] Nepal and India
   c] Nepal and Pakistan d] Bangladesh and India

2. How many greater one horned rhino found in Nepal according to latest survey 2021?
   a] 645 b] 855 c] 752 d] 800

3. Who is most responsible to preserve the endangered animals in Nepal?
   a] Government b] National Park
   c] Public d] Foreign Countries

4. Why should we preserve rhino in Nepal?
   a] Because it is vital part of ecosystem and biodiversity
   b] Rhinos are valuable animal for their horn
   c] Rhinos can guard the forest
   d] None of above

5. Why preservation of Formosan Leopard Cats is necessary in Taiwan?
   a] It is going to be extincted
   b] They are found everywhere
   c] Leopards are important to save the forests
   d] None of above

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Shree Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet on **Save Me, I am in Danger**

[International School Award (ISA), British Council]

Name: Sumit Khanal Class: 10 E

Choose the correct answer.

1. In which two countries the greater one horned rhino can be found in the world?
   a] Nepal and China b] Nepal and India
   c] Nepal and Pakistan d] Bangladesh and India

2. How many greater one horned rhino found in Nepal according to latest survey 2021?
   a] 645 b] 855 c] 752 d] 800

3. Who is most responsible to preserve the endangered animals in Nepal?
   a] Government b] National Park
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4. Why should we preserve rhino in Nepal?
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   c] Rhinos can guard the forest
   d] None of above

5. Why preservation of Formosan Leopard Cats is necessary in Taiwan?
   a] It is going to be extincted
   b] They are found everywhere
   c] Leopards are important to save the forests
   d] None of above

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Students Evaluation

Shree Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet on **Save Me, I am in Danger**

[International School Award (ISA), British Council]

Name: Albina Lama Class: 10

Choose the correct answer.

1. In which two countries the greater one horned rhino can be found in the world?
   a] Nepal and China b] Nepal and India
   c] Nepal and Pakistan d] Bangladesh and India
2. How many greater one horned rhino found in Nepal according to latest survey 2021?
   a] 645 b] 855 c] 752 d] 800
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   c] Public d] Foreign Countries
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   c] Leopards are important to save the forests
   d] None of above

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Shree Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet on **Save Me, I am in Danger**

[International School Award (ISA), British Council]

Name: Nikesh Chalise Class: 9

Choose the correct answer.

1. In which two countries the greater one horned rhino can be found in the world?
   a] Nepal and China b] Nepal and India
   c] Nepal and Pakistan d] Bangladesh and India
2. How many greater one horned rhino found in Nepal according to latest survey 2021?
   a] 645 b] 855 c] 752 d] 800
3. Who is most responsible to preserve the endangered animals in Nepal?
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   c] Public d] Foreign Countries
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   c] Leopards are important to save the forests
   d] None of above

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Students Evaluation

Shree Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet on **Save Me, I am in Danger**

[International School Award (ISA), British Council]

Name: Sandiksha Parajuli Class: 12

Choose the correct answer.

1. In which two countries the greater one horned rhino can be found in the world?
   a] Nepal and China b] Nepal and India
   c] Nepal and Pakistan d] Bangladesh and India

2. How many greater one horned rhino found in Nepal according to latest survey 2021?
   a] 645 b] 855 c] 752 d] 800

3. Who is most responsible to preserve the endangered animals in Nepal?
   a] Government b] National Park
   c] Public d] Foreign Countries

4. Why should we preserve rhino in Nepal?
   a] Because it is vital part of ecosystem and biodiversity
   b] Rhinos are valuable animal for their horn
   c] Rhinos can guard the forest
   d] None of above

5. Why preservation of Formosan Leopard Cats is necessary in Taiwan?
   a] It is going to be extincted
   b] They are found everywhere
   c] Leopards are important to save the forests
   d] None of above

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Shree Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet on **Save Me, I am in Danger**

[International School Award (ISA), British Council]

Name: Priyanka Khadka Class: 11

Choose the correct answer.

1. In which two countries the greater one horned rhino can be found in the world?
   a] Nepal and China b] Nepal and India
   c] Nepal and Pakistan d] Bangladesh and India

2. How many greater one horned rhino found in Nepal according to latest survey 2021?
   a] 645 b] 855 c] 752 d] 800

3. Who is most responsible to preserve the endangered animals in Nepal?
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   c] Public d] Foreign Countries

4. Why should we preserve rhino in Nepal?
   a] Because it is vital part of ecosystem and biodiversity
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5. Why preservation of Formosan Leopard Cats is necessary in Taiwan?
   a] It is going to be extincted
   b] They are found everywhere
   c] Leopards are important to save the forests
   d] None of above

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BC Evaluation Form by Parent and Pupil

ISA Parent/ Guardian Activity Evaluation Form

No of activity		Title of activity	Save me, I am in danger
Your name	Sabitri Bhattarai		
Your child's name	Saloleya Bhattarai		
Class	10		

Please comment on the impact this activity has had on your child and in your local community.

He starts to talk about rhino and awares community people to save Rhino.

If you have been directly involved in this activity what impact did it have on you?

I will also actively participate in each and every ~~activity~~ activities. Such learning helps to boost student's confident.

Any other comments? You may like to mention how this activity can be improved in future

Outstanding step by British Council.

ISA Pupil Evaluation Form

No of activity		Title of activity	Save me I am in danger - One horned Rhinoceros
Your name	Salokya Bhattarai		
Your age	15		
Class	10		

What have you enjoyed most about this activity? What did you like best?

I enjoyed visiting to Chitwan National Park, head office in kasara. It was truly the best for me.

What new ideas or information have you learned from this activity?

I learnt about the current status of one horned rehinoceros in our country and the world and what should be done to prevent their extinction.

What have you enjoyed least or encountered difficulty with?

The management of the students during the visits and ralleys was least enjoyable for me. There was lack of proper management.

What would you like to change if you did this activity again?

If we performed this activity again, I'd like to perform the ralley in a managed and more proper way.

BC Evaluation Form by Teacher and Visitor

ISA Teacher Evaluation Form

No of activity		Title of activity	"Save me, I am in danger."
Your name	Shiva Prasad Sapkota		

What impact has this activity had on the pupils involved (at your school or in your local community)?

This activity has made sincere to the pupils on saving one-horned rhino. As they were inspired to deliver their speech on the title and also conducted awareness programmes.

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

As for me I have already been aware of saving one-horned rhino since I was brought up in the national park area. However this activity has added some creative thinking on it. My other colleagues who were a bit unknown about it were eager to know on it. It was very inspirable for everyone.

Comment on the impact this activity has had on the school generally.

All the students as well as staffs are serious about the title and activities conducted by the pupils side. It has positive impact in everyone. Hope to see more activities for saving one-horned rhino in the future.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

In my observation the activity was highly impressive. The most effective part of the activity was having a trip in national park headquarter Kasara because it has broadened pupils mind regarding talking with the officials for the effort in the field of conservation and share their experience among the pupils.

ISA Visitor Evaluation Form

No of activity		Title of activity	'Save Me I am in Danger'
Your name	नारायण प्रसाद वाग्ले (नगर शिक्षा अधिकृत)		

Please comment on the impact this activity has had on the pupils involved.

एक सिंगे गैंडा संरक्षणार्थ British Council द्वारा आयोजित International School Award कार्यक्रम अन्तर्गत, यस्ता कार्यक्रमद्वारा विद्यार्थीहरूमा अन्तर्राष्ट्रिय स्तरका विद्यालयसँग सहकार्य गर्दै विद्यार्थीहरूमा नेतृत्व विकासमा सहयोग हुने, सृजनशील तथा कल्पना गर्ने शक्ति बढ्ने र सिकाइ प्रति थप जागरूक बढेको पाइयो।

Please comment on the impact this activity has had on you.

स्थलगत भ्रमण, अन्तरक्रिया आदिबाट दीगो शिक्षण सिकाइ क्रियाकलाप हुन सक्ने देखियो। परम्परागत शिक्षण शैलीलाई छोड्दै नयाँ नयाँ तरिकाबाट विद्यार्थीहरूलाई डिजिटल माध्यम प्रयोग गर्दै गुणस्तरीय शिक्षा प्रदान गर्न सकिने अनुभूति प्राप्त गरें।

Please comment on the impact this activity has had on the school generally.

विद्यालयलाई आजको बदलिंदो विश्व अनुरूप विश्व बजारमा विद्यार्थीहरूलाई प्रतिस्पर्धी स्वरूप खरो रूपमा उतार्न यस्ता कार्यक्रमले सहयोग पुऱ्याएको छ। बालबालिकामा अध्ययन प्रति अभिरुची जगाई गुणस्तरीय शिक्षा प्रदान गर्न यस्ता कार्यक्रम कोसे ढुंगा जस्तै साबित भएको छ।

If you have any suggestions for how to improve this activity, please comment here.

विद्यार्थी सहभागिता बढीबढी गर्दै अन्य स्थानीय देशका विद्यालयहरूसंग सँगै शेयर गर्न सकेमा अझै प्रभावकारी हुने देखिन्छ।

Self Reflection of the ISA Project

"Save Me, I'm in Danger"

I am very glad to be a part of ISA project launched by British Council. While talking about my self reflection I would like to include 3Fs (Fact, Feeling and Feedback or Future). As I was assigned this job by the staff meeting of Bhimodaya Model Secondary School, I was excited and nervous both. However, I was determined to accomplish my project at any rate. The title itself is suitable for our locality, specially for Chitwan. Therefore, I left no stone unturned to fulfill all the objectives designed in our project activities.

Yadav Prasad Neupane

First of all, a committee of teachers and students was formed. All the members played vital role for its completion. Our team visited the Chitwan National Park Headquarters at Kasara, talked with the Assistant Warden, collected information about one horned rhino, its present situation and had an interaction programme too. Then we went to ward no. 4 and 5 offices of Kalika municipality conducting a rally and displaying posters about one-horned rhino conservation. Similarly, our team had an opportunity to interact with the Head of ward offices. All the students were really enjoying while they had chance to learn by visiting such places. Similarly our team visited museum at Tikauli and small one-horned rhino conservation area located at Sauraha too. Students delivered speech to other students during assembly explaining about one-horned rhino's conservation and other threats that they have learnt from different places. In fact, it was an interesting project.

Our team felt that one-horned rhino is to be preserved as it is an essential part of our eco system. It has been playing an important role in the environment our core-team felt that one-horned rhino is the key to attract tourists. So it's a way of income too. Its horn is like our nail. It has no value if it is dead. Anti poaching programme should be launched by local government and national park offices too. People should be aware about it.

If we start today, the number of one-horned rhino will be increasing in the future. Also we had interaction programme with international partners of Taiwan, Wu-ling School, where they were conducting programme for conservation of leopard. Both of the school's students and core teams concluded that one-horned rhinos and leopards are vital parts of ecosystem. While the students were involved in interaction with the teachers and students of international and national partners, they were able to develop critical thinking while solving any problems, they could utilize creativity and imagination while they have to perform any activities.

Moreover, such interactions, undoubtedly developed the feelings of global citizenship. The students had an opportunity of thinking globally and acting locally. Similarly, interactions through different media enhanced students power of using laptops, mobiles etc. for learning by enjoyment. Such types of interactions enhanced digital literacy too. On the other hand, collaboration and communication with international partners was an important skill developed in our students during virtual meetings. As the students led the rally, seminars, workshops etc, they were able to develop their personality by removing shyness and by becoming a leader as well.

Finally, such type of projects have been quite fruitful for both teachers and students. These programmes have their own value to raise public awareness. One can get opportunity of learning by experiencing and interacting. If students are given opportunity of field visit, seminars, talk programmes, workshop and interaction program, they can learn by enjoying a lot.

THANK YOU

INTERNATIONAL SCHOOL AWARD 2020-21

Project Title : What's fault in Being A Daughter!!

Project Head- Sabitri Bhattarai

ISA Co-Ordinator - Indranath Paudel

Shree Bhimodaya Model Secondary School

Kalika-5, Chitwan, Nepal

ACKNOWLEDGEMENT

First of all, I am heartly thankful to the students, parents, teachers, partner schools, and the villagers representatives for their valuable participation and kind co-operation by sharing their personal and Professional experiences and perception on gender inequality in Nepalese society and providing data for the present research. Without their support the study would not have completed.

Specially, I extend my thanks to ISA Project Incharge Mr. Indranath Paudel and Dr. Hari Prasad Kandel for providing essential materials and Information related to this project. Similarly, I am grateful to the headmaster and whole ISA Project Team of Pinewood School for cooperation with us and British council for contacting. We hope we will get success to aware people by the help of this project.

Last but not least our whole school community express our sincere thanks to all the individuals , school and organizations for their direct or indirect contribution during our project. Through this project they can develop the following core skills.

- Citizenship
- Critical think in problem solving
- Collaboration and Communication
- Digital Literacy
- Leadership and Personal development
- Creativity and Imagination

Action Plan No. 2

Project 2	What's fault in being a daughter! Almost every country, no matter how progressive has a history of ill-treating women. In other words, women from all over the world have been rebellious to reach the status they have today. While the western countries are still making progress, third world countries like Nepal still lack behind in Women Empowerment. All that is old may not be gold. All our traditions and old practices don't stand the test of times. Our treatment of women in the past brings us no glory or honor. The truth bites us. Unfortunately, this discrimination Continues in one form or the other even now. In Nepal, women empowerment is needed more than ever. There are various reasons for this. Firstly, women in India are in danger of honor killings. Their family thinks its right to take their lives if they bring shame to the reputation of their legacy. The project focuses on reducing gender discrimination and developing ideas to empower girls in Kalka Municipality & partner school.
Type:	Collaborative project with an international partner.
SDG focus:	SDG 5.- Gender equality SDG 10.-Reduced inequalities
Learning Outcomes	At the end of the project the students will be able to:- 1. Enlist the ethnic group enrolled in our school. 2. Analyse the causes of the Bote daughters dropout classes, leaving school and early marriage. 3. Find the causes of gender discrimination and write the report and interact with partner school. 4. Write down the ideas to empower girls in their own locality and share with partner school.
Activities	1. Orientation about the project is provided to the students. 2. Students will prepare questionnaires about the status of girls in said castes in the school catchment area. Castes selection: Bote 3. Home visit to the place of the targeted group and interview with their parents. 4. Prepare data to show the inequalities. 5. Buzz session with the students (focus on the issues of gender bias). 6. Students will find the causes of gender discrimination and write the report. 7. Let them make different slogans, play cards and mobilize them in rally to empower girls. 8. Furthermore, targeted group guardians will be called and conduct awareness programme on girls empowerment in the presence of local authority, teachers and students. 9. Prepare study reports of the Bote family and present in the assembly. 10. Skype session will be conducted with international partner students and new ideas will be shared as how to empower girls. 11. Our students will compare & contrast their findings of gender related gaps with partner school students. 12. Both school students will analyze the situation of girls in their respective countries. 13. Our students will submit an appeal letter to the local authorities & school administration to empower and country girl. 14. Our students will prepare a bar graph to compare the practice ethnic wise.

Action Plan No. 2 (Cont.)

Duration of activity	Mid February 2020 to September 2021
Classes / no. of pupils involved	focus class 9(E) & 10 (D) / 70 students
Countries covered	Nepal, Bhutan, India, Bangladesh, Pakistan, Afghanistan & Shrilanka. (Any country that is available)
Subjects covered with curriculum link	Social Studies : Grade:8 & 10 “Social problems and its solution”.
Teachers responsible	Sabitri Bhattarai, Rana Bahadur Gurung, Ranjana Shrestha & Sanju Bhattarai
Evaluation methods	a. Questionnaires of interview b. Data collection c. Questions/Answer in buzz session d. Preparation of slogans and play cards e. Attendance Minuting f. Videos g. Reports h. Appeal letter. i. BC Evaluation
Evidences	• Photos, Videos, PowerPoint slides, Banners, BC Evaluation form, • News Stories, Questionnaire, Posters, Feedback and Letter of appreciation from Partner school, • Student Evaluation sheet, Circulars, Appeal Letter, Slogans, play cards, Meeting pictures, Minuting (copy), • Photographs, BC evaluation forms, E-mail/WhatsApp Chat

Activity Cover Sheet

INTERNATIONAL
SCHOOL AWARD

ACTIVITY COVER SHEET

2
Activity Number

School Name: Shree Bhimodaya Model Secondary School

Title of Activity:	What's fault in being a daughter
Teacher responsible:	Mrs. Sabitri Bhattarai
Other staff Involved:	Mrs. Sanju Bhattarai
Subjects Involved:	Social Studies, English, Art and Craft
Brief details of The aim, content and outcomes of the activity	Aim: To identify the problems of Bote girls of Kalika-5 and help for the empowerment of Bote girls Activities: 1. Orientation about the project. 2. Preparation of questions about the status of the girls of Bote community. 3. Home visit to the place of targeted group and interview with Bote girl's parents. 4. Preparation of data to show the inequalities. 5. Buzz session

	6. Report writing on field visit to Bote community. **7. Preparation of pla cards for rally.** **8. Rally and visiting at local government offices (Kalika 4 and Kalika 5) to conduct awareness programme.** **9. Presentation of report in assembly.** **10. Video conference with partner school.** **11. Discuss about the problems of respective countries.** **12. Comparing condition of girls with partner schools.** **13. Appeal letter to the local authority.** **14. Preparation of bar graph according to the data collection during field visit.**
	Outcomes: 1. Identify the problems of Bote girls. 2. Know the real problems through interview. 3. Able to discuss about the problems of Bote girls. 4. Present reports after their field visit to Bote community. 5. Present the problems in the assembly. 6. Perform rally and awareness programme regarding girls empowerment. 7. Inform the problem of Bote girls to the local government. 8. Can appeal to the local government for their empowerment.
Partner schools and countries name/s.	Pinewood School, Chunheti, Delhi Road, Saharanpur, India
Period of the activity:	January to April 2020
Number of pupils in the school involved in this activity	70 pupils
Age of pupils involved	14-15 years
Copies of evidence included:	• Videos • Pictures of buzz session • Slogans play cards • Meeting pictures • Minuting (copy) • Photographs • BC evaluation forms • Letters from local government

Number and type of evaluation forms included	Pupil	Teacher	Parent	Visitor
	1	1	1	1

What's fault in Being A Daughter !!

Almost every country no matter how progressive has history of ill treating women. In other words, women from all over the world have been rebellious to reach the status they have today. While the western countries are still making progress. Third world countries like Nepal still lack behind in women Empowerment . All that is old may not be gold .All women in the past bring us not glory or honour .The truth bits us. Unfortunately this discrimination continue in our form or the other .

There are various reasons for this firstly women in India are danger of honour killings .Their family thinks it's right to take their lives if they bring shame to the reputation of their legacy. The project focus on reducing gender discrimination and developing idea to empower girls in Kalika Municipality and partner school (PINEWOOD SCHOOL) .For our project we had choose One of the backward community of Nepal which is known as Bote community .

Firstly I informed students of grade 9 and 10 about this project and Interested students come to join in this project. We form a committee on the leadership of ISA project leader Mrs. Sabitri Bhattarai, ISA project incharge Mr. Indranath Poudel and principal of BMSS Dr. Hari Prasad Kandel. We make a well plan and steps . We decide to continue our project according to our plan and steps .

Step 1: Orientation about the Project.

Step 2 : Preparation of questionnaire about the status of girls at Bote Community

Field Survey: What's fault being a daughter

Questionnaire:

Name of guardian: Sombahadur Bot Age: 35

Occupation: farmer Education of Parents: class 2

1. Number of member in family: 4
2. Number of child : Son ✓ Daughter
3. Head of family: Demana Bot
4. What do you use as a source of energy?
   Gas / Firewood ✓ / Electricity
5. Do your son study in school?
   Yes ✓ / No
6. Do your daughter study in school?
   Yes ✓ / No
7. Who helps in household work?
   Son ✓ / Daughter / Both
8. Do your daughter participate in co-curricular activities?
   Yes ✓ / No
9. Do your daughter stay out at night?
   Yes / No ✓
10. Who is your first priority?
    Son ✓ / Daughter ✓
11. Would you like to participate a party of your property to your daughter too?
    Yes ✓ / No
12. At what age do you think to let her marry?
    Before 15 / Before 20 / After 20 ✓
13. Would you agree to her choice of choosing bridegroom in her marriage?
    Yes ✓ / No
14. Which work do you appreciate of your daughter?
    Household work / Education ✓ / Incoming work
15. Would you satisfied if you had two daughters or you want to have son?
    Satisfied ✓ / Not satisfied
16. Do you know about the existing law of gender equality?
    Yes / No ✓
17. Can your daughter contribute in decision making?
    Yes ✓ / No
18. If there any kind of domestic violence in your house?
    Yes / No ✓
19. Do your daughter suffer from any kind of misbehavior?
    Yes / No ✓
20. If yes, what kind of problem arised?
21. Is your daughter continuing school?
    Yes ✓ / No
22. If not, what is the reason behind her leave?

Step 3 : Home visit to the place of targeted group and interview with their parents

The environment for girls both in and out of home as well as school is unsafe and they are often in risk of being raped , trafficked or abused in many forms of gender discrimination and stigmatization . That is why parents are in a hurry to arrange marriage for their daughters. They think that girls are safer with a husband than being single. No matter whether the marriage is arranged or she has chosen her husband herself, when a bride leaves her own house and goes to the house of her husband's family she finds herself in a highly ambiguous position.

Some pictures of interview with guardians of Bote

Step 4 : Preparation of data to show about Discrimination

Inequalities made in respective areas between son and daughter of BOTF family (Source : Survey Report)

S No.	Areas	Son	Daughter
1	Education facilities	✓	few
2.	Household work	X	✓
3	Parent's first priority	✓	X
4	Property Rights	✓	X
5.	Age of marriage	After 20	Before 18
6	Domestic violence	X	✓
7.	Decision making	✓	X
8	Problem Solving	✓	X
9.	Head of family	✓	X
10	Ref Misbehaviour	X	few daughters

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8	Problem Solving	✓	X
9.	Head of family	✓	X
10	Ref Misbehaviour	X	few daughters

Step 5: Buzz session

In Buzz session, we discussed about the problems that we found during our field visit and interview with Bote girl's parents. Throughout the interviews, it was noted that gender role plays a multiple role in keeping the girls out of school. The statement of Man Maya provides an example on this:

"My father said, 'you are a girl, you have to help your mother. You should not go to school and sport as your brothers. You should look after the brother, clean the house and make food."

This concerns the different expectations of boys and girls. Durga also reveals on this relevance in the following way:

"Now my mother wants me to learn sewing skills and wish to send me for its class. But my father does not want this, and mother alone cannot make a decision for this. It is only up to my father to decide what to do and what not to do in the family."

This is about a father's authority which indicates that a mother has no role in making decision which to some extent limits the girls' (daughter's) access to schooling or to participate in skill learning. In addition, commenting on the gender role and its impact on girl's school dropout, Pushparaj (case: 2) further reinforces on this:

"In-depth rooted patriarchal Nepalese culture restricts the girls in many things, mainly in education and similarly it frees the boys in many perspectives prioritizing their education" Gender discriminating culture seems to be a core reason causing gender gap in education in the Nepalese context, The key idea of the above mentioned statements is that girls cannot get the equal opportunities to go to school and keep their education continue.

To sum up, son holds deeper socio-cultural, religious and economic importance for families belonging particularly to the Brahmin caste, whereas daughter gets less value from all these perspectives. According to traditional belief it is only a son who can give deliverance to the ancestors and perform unreal rites.

This belief has led many families to abandon their girl children in many cases. Due to this practice, women face much discrimination through their life time. That is why gender discriminating family values is one of the major drawbacks in Nepalese culture, where boy enjoys a privileged status from his birth but girls are often ignored and isolated from social interactions.

Because of why, they are not granted the same opportunities, i.e. in education and also other basic rights where the society expects female to inhabit with her husband's family and son with his parents throughout the live having full authority on his parental property both before and after the death of parents. By the result, a son can be independent because of having economic power but daughters are dependent having no right on parental property. This practice therefore result a situation where parents do not think it is positive to get much education for girls.

It is not an investment, but a waste of money for them. Hence, in Nepal, its cultural values, for instances: the value of education for women, gender roles, family values, religious beliefs and , the economic context, all these practices inter-relate and produce gender differences in education.

Photos During Buzz Session

Step 6 : Report Writing on Field Visit

Students wrote report on field visit which they have visited
Bote community of Kalika Municipality-5.

A Community Based Research Report

Introduction

People were used a branch of tree to cross the river before the mode of boat, and gradually they were identified to Bote. They call themselves Bot instead of Bote. So it is more convincing that the Bote word Bot means tree. The word Bote might be a term used by Nepali speakers to identify these people. There are two types of bote; paani Bote and Pakhe Bote. Paani Botes are those who solely depend on fishing, boating, collecting motes of gold from river banks. Pakhe Bote depend more on agriculture, animal husbandry and porter for their survival. Health status and sanitation are a major problem in this community.

Findings of survey

- Extreme poverty and economic problem
- Caste, class and regional base discrimination
- Lawlessness
- Illiteracy and lack of awareness
- Limited access to education and other opportunity
- Conservative thought and superstitious beliefs
- Easy access to tobacco, cigarette, drugs etc.

Conclusion

In interviewing dozen of girls from bote community are suffering from different problem like lack of access to education, child labor, social pressures, and harmful practices. Cutting across all of these is entrenched gender inequality and damaging social norms that make girls less valued than boys in nepali society. The condition of girls at bote community is becoming critical that's why government should take bote girls problem seriously and try to provide each and every opportunity to them.

What fault's being a daughter.

* Introduction ; My self Aashika Nepal from Grade 9 It was my opportunity to take part in such a project. This project has helping all of us to be known about the present conditions of the society and nation, Our whole team is working on ISA project. The main motto of our project was to findout the present condition and status of girls in the society. So, To be known about all these things we planned to have a short field trip to bote community.

* Findings;
After visiting the bote community ; there are some findings listed below;

1, Most of the girls were married under the age of 13 or 14.

2, Womens were not empowered and were lacking the skills and knowledge.

3, The economic status of the bote community was very low; The lifestyle and living standard was also poor and un-hygienic.

4, Womens were still under the men's command and were scared of revealing the situation.

5, Small girls were working at the home They was forced to do so. Many of girls were un-educated.

6, The main occupation of this community was fishing, farming and labour.

Conclusion :-

~~Bote community~~

After visiting bote community we all were known about the condition of girls and women's in the society. The community was not fascinated and developed.
So, In my opinion both girls and boys are equal in their rights. government of Nepal has already declared this but still in some areas of Nepal. Girls and womens are still backworded

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Date:

They are not given with the proper and equal right they deserved. They are being violated and explored everyday. And also they are not raising voice because of the fear of society and her family. These all problems raised because of only one reason that is un-education. Education is very much important in everyone's life. It teaches us all the norms, tradition, values, morals and enlightened the future.

* There are some things listed down to be follow:

1, Our government should be mainly focus on the un-developed and backwarded society of Nepal.

2, These education programmes should be held every time so they can know about the necessity of education.

3, Awarness programmes should be held to make them aware about the rights of girls and boys declared by the government.

So, At last I want to say that; we all have same heart, blood and emotions. We all are same no-one is superior or Inferior. All are equal and also womens should be highly respect she has gived us an beautiful life The Eyes we see the world.

Thanku ☺
Aashika Nepal

News Report Published in the Newspaper

पदमपुरको भीमोदय नमूना माविमा एक दिवसिय होल स्कूल एप्रोच तालिम

Kalika Dainik

चितवन । भीमोदय नमूना माविमा ब्रिटिश काउन्सिलको प्राबिधिक सहयोगमा होल स्कूल एप्रोच तालिम कार्यक्रम सम्पन्न भएको छ ।
देशभरका १२१ बिद्यालय मध्ये कालिका नगरपालिकाको भीमोदय नमूना मावि पनि ब्रिटिश काउन्शिलमा छनोट भएको छ । आज कालिका – १ स्थित आप्पा ब्याङ्केटको सभा हलमा भीमोदय नमूना माविले आफ्नो बिद्यालयको पठन पाठन नयाँ शैलीमा संचालन गर्न विद्यालयका ५४ जना शिक्षक/ कर्मचारीहरुलाई एक दिवसिय प्रशिक्षण दिएको छ। बिद्यालयले अब निकट समयमा बेलायतको सरकारी बिद्यालय संग सिकाइमा साझेदारी कार्यक्रम संचालन गर्नेछ । बिद्यार्थी र शिक्षकहरु बीच अन्तरदेशीय रुपमा विभिन्न कुराहरुमा सहकार्य हुनेछ । बिद्यालयले आइएसए (ISA) सर्टिफिकेट प्राप्त गर्नका लागि यो वर्ष आबेदन गरेको छ ।

विद्यालयको आफ्नै आयोजनामा तालिम सम्पन्न भएको हो ।तालिम उद्घाटन कार्यक्रमको प्रमूख अतिथि शिक्षा बिकाश तथा समन्वय प्रमूख भूमिलाल सुबेदी रहनु भएको थियो भने अध्यक्षता बिब्यस अध्यक्ष अमृत श्रेष्ठले गर्नु भएको थियो । बिहान ८।३० बजे देखि बेलुका ६ बजे सम्म तालिम संचालन भएको थियो । ब्रिटिश काउन्शिलका बरिष्ट प्रशिक्षक प्राध्यापक तिर्थ कंडेलले प्रशिक्षण दिनु भएको थियो । तालिमको अन्तमा सहभागी सबैलाई प्रमाणपत्र वितरण गरिएको थियो । तालिम वाट सबै शिक्षक कर्मचारीहरु उत्साहित देखिनु भएको छ । अब भीमोदय माविको पठन पाठन ब्रिटिश काउन्शिलको अन्तराष्ट्रिय पद्दतिमा संचालन हुने कुरा प्रधानाध्यापक डा हरिप्रसाद कंडेलले बताउनु भयो । यसै बर्ष देखि स्टाफ नर्स , संगीत शिक्षक र खेल शिक्षकको समेत व्यवस्था गरिएकोले बिद्यालयको अतिरक्त क्रियाकलाप अझ व्यवस्थित हुने कुरा समेत बताउनु भएको थियो ।

भीमोदय नमूना माविमा अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA सम्बन्धमा अन्तरक्रिया सम्पन्न

admin December 28th, 2019

चितवन, कालिका नगरपालिका-५ स्थित भीमोदय नमूना माविमा यू.के.एड द्वारा प्रदान गरिने बिद्यालयको गुणस्तर सम्बन्धि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न भएको छ । बिद्यालय ब्यबस्थापन समितिका अध्यक्षतामा सम्पूर्ण शिक्षक, कर्मचारी, बि.व्य.स. पदाधिकारी र शिक्षक अभिभावक संघ बीच शैक्षिक गुणस्तर सम्बन्धमा ब्यापक अन्तरक्रिया गरिएको थियो । कार्यक्रममा ISA कोर्डिनेटर शिक्षक इन्द्रनाथ पौडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का सम्बन्धमा बिषय प्रवेश गराउनुभएको थियो । बिद्यालयका प्रधानाध्यापक डा. हरिप्रसाद कंडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का लागि बिद्यालयले संचालन गर्नु पर्ने ७ ओटा प्रोजेक्टहरु, त्यसका मापदण्डहरु, अवसर र चुनौतिहरु माथि प्रकाश पार्नु भएको थियो । २०२०-२१ का लागि भीमोदय नमूना मावि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA)को प्रतिस्प्रधामा सहभागी हुदैछ । कार्यक्रममा शिक्षकहरुले आ-आफ्नो जिज्ञासाहरु राख्नुभएको थियो । कार्यक्रममा अमृत श्रेष्ठ र उत्तरकुमार अधिकारीले मन्तब्य राख्नु भएको थियो । छलफल पछि प्रधानाध्यापकको नेतृत्वमा १० सदस्सीय ISA व्यवस्थापन तथा कार्यान्वयन समिति गठन भएकोछ ।

बिद्यालयमा सचालन गर्ने प्रोज्र्क्टहरुका लागि ८ जना प्रोजेक्ट हेडहरु छनोट गरिएको छ । आगामी जनवरी १९ भित्र विद्यालायाले ती प्रोजेक्टकोको एक्सन प्लान ब्रिटिश काउन्शिलमा बुझाउनेछ । बिद्यालयले विदेश स्थित ३ ओटा बिद्यालयहरु र एउटा स्थानिय संस्थागत विद्यालय संग पार्टनरसीप प्रोग्राममा कोलाबोरेसन गर्ने छ । एकओटा स्थानिय पाठ्यक्रमा आधारित प्रोजेक्ट, एउटा भाषा सिकाइ सम्बन्धि प्रोजेक्ट र अन्य दुई ईनस्कूल प्रोजेक्टहरु संचालन गर्नेछ । अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) कार्यक्रम संगै भीमोदयका स्टाफ र बिद्यार्थीहरु बेलायतमा गएर प्रोफेशनल डेभलपमेन्टको शेयारिंग गर्ने अवसर प्राप्त गर्नेछन । त्यसै गरि बिदेशी शिक्षक र बिद्यार्थीहरु भीमोदयमा आउने र संगै सिकाइ गर्ने मौका मिल्नेछ । यसवाट भीमोदय माविको ख्याति अन्तराष्ट्रिय स्तरमा बढ्नेछ । यो अवार्ड प्राप्त गर्न १२ महिनाको अवधिमा अघि भनिएका प्रोजेक्टहरुको सफल संचालन हुनु पर्नेछ । ब्रिटिश काउन्शिलले सहजीकरण तथा मुल्यांकन गर्नका लागि भीमोदय माविमा स्कूल एम्बेसडर तोक्ने छ । प्रस्तावित सबै प्रोजेक्टहरु बिद्यार्थीहरुले लीड गर्ने छन् । सबै उमेर र तहका ७५ % भन्दा बढी बिद्यार्थीहरु प्रत्यक्ष रुपमा प्रोजेक्ट कार्यमा सहभागी हुनु पर्नेछ । प्रोजेक्टहरुले ८० % कन्टेन्ट कभरेज गर्नुका साथै एसडीजी गोल संग लिंक भएको हुनु पर्नेछ । सबै प्रोजेक्टमा ईण्टरनेसनल डाइमेन्सन हुनु पर्दछ । यस कार्यक्रमले भीमोदय माविको पठनपाठन युके बिद्यालय मोडेलमा संचालन गर्न गराउन बाध्य बनाउनेछ । यसले गर्दा बिद्यार्थीहरु ग्लोबली ट्यालेन्ट हुने अवसर निर्माण हुने छ ।

News Report Published in the Newspaper

भर्खरको समाचार / समाचार

भीमोदय नमूना माविको ऐतिहासिक इन्टरनेशनल स्कूल अवार्डको यात्रा

६ दिन अगाडि

चितवनको कालिका नगरपालिकामा रहेको सामुदायिक मावि भीमोदय नमुना माध्यमिक विद्यालयले पनि यो वर्षको अक्टुवर महिनामा इन्टरनेशनल स्कूल अवार्ड पाउने दौडको अन्तिम चरणमा रहेको छ। विद्यालयले २०७६ मङ्सिर देखि नै यसका लागि प्रोजेक्ट छनोट, प्रोजेक्ट कोर्डिनेटरहरुको नियुक्ति, विद्यार्थी समुहहरुको निर्माण, ओरिन्टेसन तथा शिक्षक तालिम, international partner स्कूलहरुको खोजि एवं विभिन्न ८ ओटा प्रोजेक्टहरु सँग सम्बन्धित क्रियाकलापहरु संचालन गर्दै आएको छ। यसको लागि काठमाण्डौ स्थित व्रिटिश काउन्सिलले school ambassador को रुपमा उर्वर्शी खड्का,क्षेत्रीलाइ फेसिलेटर एवं समन्वयकर्ताको जिमेवारी तोकेको छ। यस अघि बिभिन्न चरणमा व्रिटिटिश काउन्सिलले प्रअ र ISA कोर्डिनेटर शिक्षकलाई यस सम्बन्धमा काठमाण्डौ स्थित पार्क होटेलको ज्ञान रिसर्च केन्द्रमा तालिम प्रदान गरेको थियो।

विद्यालयले यादव न्यौपाने सरको नेतृत्वमाinternational Collaborative projects अन्तर्गत ताइवानको TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL सँग नेपालको एक सिंगे गैंडा संरक्षणको "SAVE ME,I AM IN DANGER" शिर्षकको प्रोजेक्ट, सावित्री भट्टराई मेडमको नेतृत्वमा स्थानीय बोटे जातिका महिला शसक्तिकरणका लागी" WHAT A FAULT BEING A DAUGHTER ? " शिर्षकको प्रोजेक्टमा दिल्ली स्थित PINEWOOD SCHOOL सँग र अजय महतो सरको नेतृत्वमा पाकिस्तान स्थित GOVT GIRLS ELEMENTARI SCHOOL सङ्ग स्थानीय थारु संस्कृति सँग सम्बन्धित "THARU SPINING STICKS " प्रोजेक्ट शिर्षकमा सहक्रियाकलाफारू संचालन गरेको छ।

यस्तै गरि In- School Project अन्तर्गत विद्यालमा शन्तोष भण्डारी सरको नेतृत्वमा स्कूल सँगै कमाई गर्ने कार्यक्रम च्याउ खेतिको "Room Room any Room for Mushroom!" शीर्षकको प्रोजेक्ट र किशोर श्रेष्ठ सरको नेतृत्वमा हरियाली बिद्यालय हाता बिकास गर्न "Our School, An Eco-friendly School" शिर्षकको प्रोजेक्टमा बिद्यार्थी सहभागितामा बिबिन्न क्रियाकलाफारू संचालन गरेको छ।

त्यसैगरि 20% Local Curriculum project अन्तर्गत सुबास बिडारी सरको नेतृत्वमा कक्षा ४ र ५ को लागि "कृषि व्यवसाय-केरा खेती" नामको स्थानीय पाठ्यक्रम निर्माण गरि शिक्षण गरिएको छ। Public Private Partnership project अन्तर्गत बिज्ञान शिक्षक गणेश पौडेल सरको नेतृत्वमा स्थानीय संस्थागत बिद्यालय चितवन आवासीय मावि सँग **"Slow SandFiltration"** शिर्षकको प्रोजेक्टमा क्रियाकलापहरू गरिएको छ। विद्यालयले माया लोहनीको नेतृत्वमा ISA मा तल्ला कक्षाहरुको सहभागिता सुनिस्चित गर्न अंग्रेजी भाषा प्रवर्दन गर्ने उदेश्यले अतिरिक्त प्रोजेक्ट अन्तर्गत"Nepalese Students and English Language" शिर्षकमा भाषा सिकाइको क्रियाकलापहरु संचालन गरेको अवस्था छ।

यी सबै प्रोजेक्टहरुको संचालनमा शिक्षक इन्द्रनाथ पौडेलले ISA -Coordinator को रुपमा महत्वपूर्ण भूमिका निर्वाह गर्नु भएको छ। सबै प्रोजेक्टहरुमा पाठ्यक्रम केन्द्रित क्रियाकलाप,पार्टनर स्कूलहरु सङ्ग सहक्रियाकलाप,दिगो बिकासका लक्ष्यहरूको कार्यान्वयन,शिक्षकहरुको निरन्तर पेशागत विकास,पाठ्यक्रमको अधिकांस क्षेत्रको प्रतिनिधित्व,सबै उमेर र कक्षाका विद्यार्थीहरुको सहभागिता र वर्षभरि नै किर्याकलाप गर्ने मुख्य लक्ष्य रहेको छ।

पछिल्लो समय सामुदायिक विद्यालय भए पनि भीमोदय नमूना माविले विद्यालयलाई विद्यार्थी केन्द्रित सिकाइमा जोड दिने नीति अवलम्वन गरेको छ। यहि कारणले हालका दिनहरुमा विद्यालयमा अभिभावक र विद्यार्थीको आकर्षण बढ्दो अवस्थामा पुगेको छ। विद्यालयको वर्तमान प्रधानाध्यापक डा.हरिप्रसाद कंडेल र उँहाको टिम विद्यालयमा सिकाइको नयाँ आयाम भित्राउन निरन्तर लागि परिरहेको कुरा त्यहाका अभिभावकहरु खुसि साथ वाताउँछन। विद्यलाका प्रधानाध्यापक डा.हरिप्रसाद कंडेलका अनुसार आगामी महिना विद्यालयले इन्टरनेशनल स्कूल अवार्डको प्रमाण पत्र प्राप्त गर्ने छ। यस संगै वेलायतका बिद्यालयहरु संग भीमोदयले सहकार्य गर्ने अवसरको ढोका खुल्ने छ।

Step 7: Student who are the members of this ISA project are told to find some slogan related to gender discrimination and provide essential material to create play cards for Rally.

Step 8 : Visiting at local government office (Kalika-5) / local body

Visiting at local government office (Kalika-4) / local body

Group Photo of Project Heads in Banner

Project Head with Students in Banner

Letters from Local Bodies

कालिका नगरपालिका

५ नं. वडा कार्यालय

पिपरिया ...., चितवन

बागमती प्रदेश, नेपाल

मिति २०७७/१२/२०

जो जस संग सम्बन्ध छ ।

विषय -जानकारी सम्बन्धमा ।

प्रस्तुत विषयको सबन्धमा श्री भीमोदय नमुना माध्यमिक विद्यालय कालिका ५ चितवनमा संचालनमा रहेको ब्रिटिश काउन्सिल International school award (ISA) कार्यक्रम अर्न्तगतको "What's fault being a daughter" को कोर समुहले २०७७/१२/१७ मा यस वडा कार्यालयमा र्‍याली सहित अन्तरक्रियात्मक कार्यक्रम गरेको व्यहोरा जानकारीका साथ प्रमाणित गरिन्छ ।

कृष्ण कुमार श्रेष्ठ

वडा अध्यक्ष

कालिका नगरपालिका

...५.... नं. वडा कार्यालय

कालिका ...., चितवन

बागमती प्रदेश, नेपाल

मिति २०७७/१२/२०

जो जस संग सम्बन्ध छ ।

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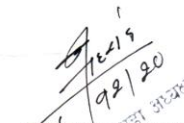
दिपक बहादुर भट्टराई

का बा वडा अध्यक्ष

Step 9 : Presentation of Field Report in the Assembly

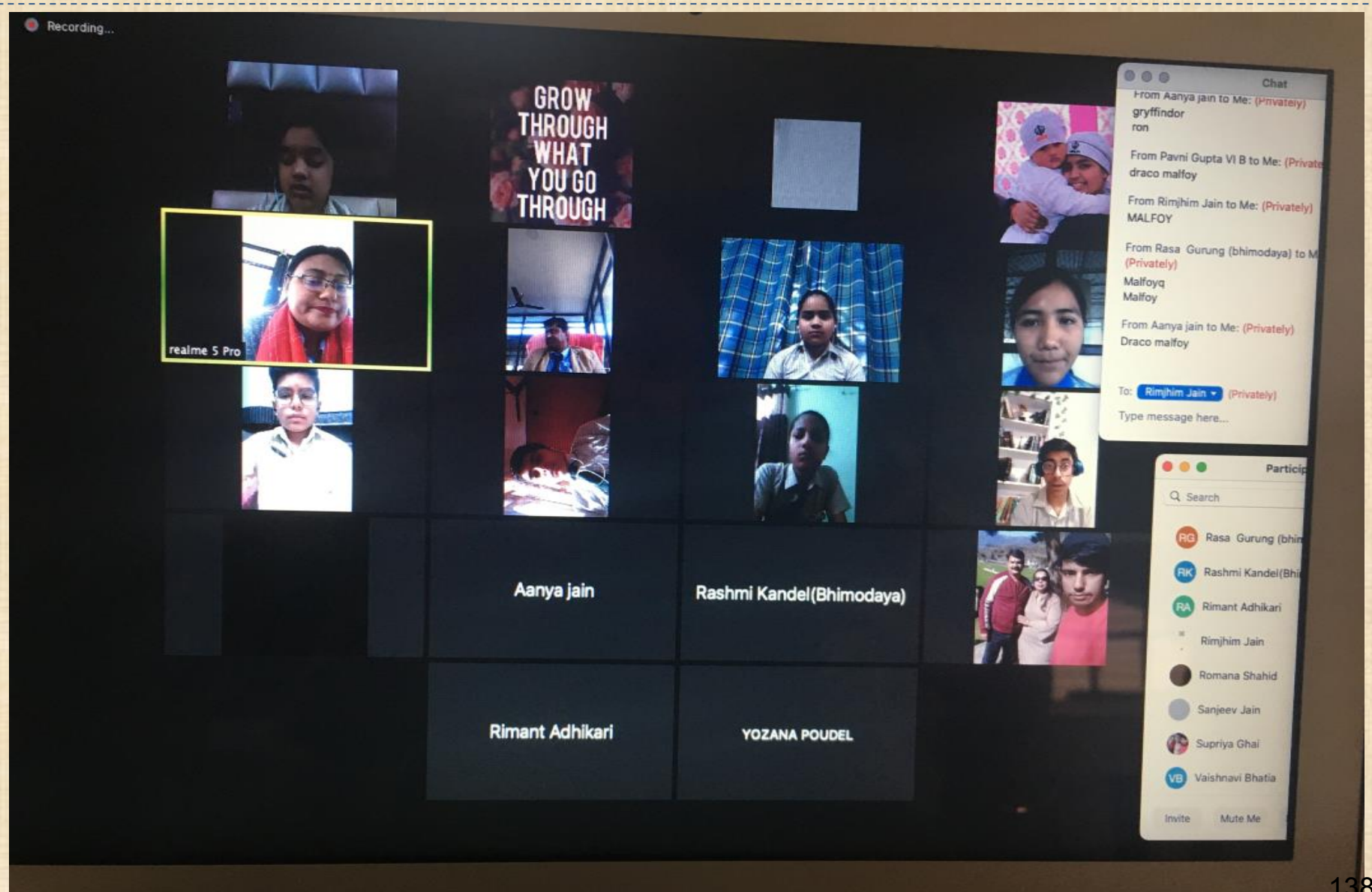
Students present their report about the field visit to the Bote community to know the problems in the assembly.

All the students of our school get to know about the problems of Bote girls of Kalika municipality-5.

Students had represent project progress report and present in assembly and school community.

They seem confident while presenting report in the assembly. They motivated all the students to aware about the empowerment of the Bote girls.

They asked with school committee, principal, teachers, parents as well as with the local bodies to help to empower Bote girls by giving education facility.

Step 10 : Video conference meeting via zoom cloud had conducted with International partner school (PINEWOOD SCHOOL) and new ideas had shared.

BE
Sanjeev Jain
Galaxy M01s
Rasa Gurung (bhim...
Vaishnavi Bhatia
Rimant Adhikari
YOZANA POUDEL
Aanya jain

Collaboration Agreement between PINEWOOD SCHOOL Delhi & BHIMODAYA MODEL SEC. SCHOOL

PINEWOOD SCHOOL

Chunheti, Delhi Road, Saharanpur – 247001 (Uttar Pradesh)
Tel: +91-9045-400-400, Email: pinewoodschool@rediffmail.com

IDA International Collaboration Agreement

We are very glad to have an international partnership with Pinewood School, Saharanpur, Uttar Pradesh, India and we look forward to work with Pinewood family and complete our project with the participation of students and teachers from both schools. We do agree to complete all three rounds (Accepting Partner, Sharing Activities, and Reflection on Activities) that are required for the completion of project.

Project's Name : What's fault being a daughter ?
Country : Nepal
School's Name : Bhimodaya Secondary School Kalika-5, Chitwan, Nepal
ISA coordinators Name: IndraNath Paudel
School's Principal: Dr.Hari Prasad Kadel
Signature :
Date : 12 March, 2021
School's Stamp:

British Council
International Dimension in School
Collaborative Project with International School Partnership Form

Name of School:	*PINEWOOD SCHOOL*
Address	*Chuneheti, Delhi Road, Saharanpur (Web- www.pinewoodschool.in, Email -pinewoodschool@rediffmail.com)*
Principal's Name:	*Dr. Sanjeev Jain*
Contact Number:	*+91- 8755221100*
ISA Coordinator:	*Mrs. Romana Shahid*
Contact Number:	*+91-9412650794*
Project Name:	*Conserve Fauna*
Project Type:	*Collaborative project with an international partner school*
SDG focus:	*Develop an understanding of sustainable communities*
Classes	*1st to 5th*

International School's Partner Detail

Name of School:	Shree Bhimodaya Model Secondary School
Country / Address	Kalika-5, Padampur, Chitwan, Nepal.
School Type:	Government School.
Principal's Name:	Dr. Hari Prasad Randel
Contact Number:	+977-9855062731
Project Contact Person:	Mrs. Sabitri (Sabu) Bhattarai
Contact Number:	+977-9843766741
Email / Website	sabubhattarai74@gmail.com, schoolbhimodaya@gmail.com.
Class & Number of Students	9 and 10

Step 11 : Compare and Contrast the finding of Gender Related gaps with partner school students through ZOOM

Students of Bhimodaya and Partner School PINEWOOD SCHOOL, they compare and contrast the findings of gender related gaps through ZOOM session.

From Advika Jain 7F to Everyone:
Good Morning Everyone Advika Jain Pinewood school India

From yuvika thakral 8c to Everyone:
Yuvika Thakral pinewood school India

From Jagjeet {7TH-C} [☆¡☆] to Everyone:
NAME:Jagjeet Singh Saini............SCHOOL:Pinewood School..........COUNTRY:INDIA

From aarav kumar(8f) to Everyone:
Aarav kumar
Pinewood school
India

From Rimjhim to Everyone:
good morning
Rimjhim Jain
Pinewood school
India

From Jagjeet {7TH-C} [☆¡☆] to Everyone:
GOOD MORNING RESPECTED TEACHERS🙏🙏 AND MY FRIENDS😊😊😊😊

From Subin Neupane to Everyone:
Name: Subin Neupane

From Rimant Adhikari (BMSS) Nepal to Everyone:
Good morning Everyone 🙏🙏
It's me Rimant Adhikari from Nepal

From Salokya bhattarai to Everyone:
Good afternoon eveyone
i am salokya bhattarai
class 9e, Bhimodaya Model Secondary School,Nepal

ZOOM / Whatsapp Conversation

Suman Poply
Shilpi Bagla
yuvika thakral 8c
Rimant Adhikari...
Advika Jain 7F
Pallav Narula VII C
aarav kumar(8f)
Jagjeet {7TH-C} [...
Pavni Gupta VII B
Meet Girdher (In...

13:35

Shilpi Bagla
online

Project Title : What's fault Being A Daughter!!
Project Head- sabitri Bhattrai

whats-a-fault-being-a-daugh...
19 slides • 14 MB • PPTX 12:45

Ok mam 12:46

I shall share ppt by eve 12:46

Ik 12:46

Sry 12:47

Ok mam 12:47

Monday
11:45
We shall have the activity 12:59

Mam I haven't included the daughters condition in india..my students have collected ..later they include..but can ur students explore ideas on it..on our joom session.. 12:59

Mam
The same we r facing with animals conservation laws for Nepal 12:59

I will ask my students whether they can share if it happens..then awesome..but lockdown creates problem ..let's see

Message

ZOOM Conversation

12:10

Close Chat

NAME:Jagjeet Singh Saini............SCHOOL:Pinewood School..........COUNTRY:INDIA

From aarav kumar(8f) to Everyone

Aarav kumar
Pinewood school
India

From Rimjhim to Everyone

good morning
Rimjhim Jain
Pinewood school
India

From Jagjeet (7TH-C) [☆¡☆] to Everyone

GOOD MORNING RESPECTED TEACHERS🙏🙏 AND MY FRIENDS🌞🌞🌞🌞

From Subin Neupane to Everyone

Name: Subin Neupane

From Rimant Adhikari (BMSS) Nepal to Everyone

Good morning Everyone 🙏🙏
It's me Rimant Adhikari from Nepal

Send to: Everyone

Your text can be seen by everyone Send

Who can see your messages? Recording On

12:10

Close Chat

NAME:Jagjeet Singh Saini............SCHOOL:Pinewood School..........COUNTRY:INDIA

From aarav kumar(8f) to Everyone

Aarav kumar
Pinewood school
India

From Rimjhim to Everyone

good morning
Rimjhim Jain
Pinewood school
India

From Jagjeet (7TH-C) [☆¡☆] to Everyone

GOOD MORNING RESPECTED TEACHERS🙏🙏 AND MY FRIENDS🌞🌞🌞🌞

From Subin Neupane to Everyone

Name: Subin Neupane

From Rimant Adhikari (BMSS) Nepal to Everyone

Good morning Everyone 🙏🙏
It's me Rimant Adhikari from Nepal

Send to: Everyone

Your text can be seen by everyone Send

Who can see your messages? Recording On

ZOOM Conversation

E-mail Conversation

Greetings on behalf of Pinewood School, India.
It's a pleasure to collaborate with you for IDS Activities, Ms. Sabitri, Vimodaya School, Nepal.
We propose to collaborate with you for our activity FRIENDSHIP KNOWS NO BOUND.
A zoom session will be set to carry the activity in which the students will share their experiences of Harry Potter Part 1 and will discuss the Spell Bee activity.
Kindly fill in the collaborative form attached herewith.
Regards
Shilpi Bagla
Pinewood School.

Video Conferencing

12:08

Close **Chat**

From yuvika thakral 8c to Everyone

Yuvika Thakral pinewood school India

From Jagjeet {7TH-C} [☆¡☆] to Everyone

NAME:Jagjeet Singh Saini...........SCHOOL:Pinewood School.........COUNTRY:INDIA

From aarav kumar(8f) to Everyone

Aarav kumar Pinewood school India

From Rimjhim to Everyone

good morning Rimjhim Jain Pinewood school India

From Jagjeet {7TH-C} [☆¡☆] to Everyone

GOOD MORNING RESPECTED TEACHERS🙏🙏 AND MY FRIENDS🌞 🌞🌞🌞

From Subin Neupane to Everyone

Name: Subin Neupane

Send to: Everyone

Your text can be seen by everyone Send

Who can see your messages? Recording On

Step 12 : Comparing Condition of girls in Nepal and India

The ongoing war against daughters in India

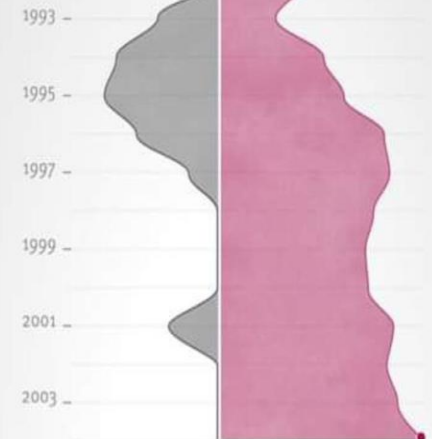
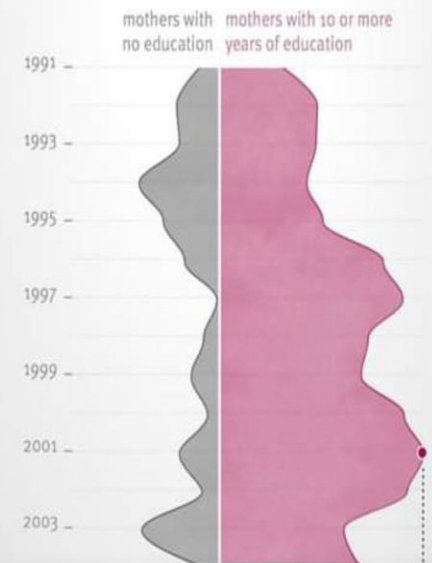
629'000 girls (aged 0–6 years) are estimated to be missing in India every year. The majority of them are aborted, others are killed, abandoned or neglected to death just because they are girls. The roots of this problem lie in a strong patriarchal society that has translated into an obsessive preference for sons and discrimination against girls.

This is an analysis of the problem from the inside, a research of reasons and related factors to draw a picture of the foeticide and infanticide in India.

WEALTHY PARENTS PREFER SONS

Chances of survival for a second born girl after a first daughter are less if the family is well educated and rich [2]. These families live in urban areas where they have access to ultrasound scans and can afford the price for the abortion. Although prenatal sex-detection and sex-selective abortion is illegal*, many clinics provide these services.

In poorer communities, where there aren't many ultrasound clinics, daughters are instead abandoned or killed after being born, or lost through neglect.

*With the Medical Termination of Pregnancy Act of 1971, abortion in India became legal up to twenty weeks and under specific conditions such as medical risk to mother. Gender-based abortions have been illegal since 1994 with the Pre-conception and Prenatal Diagnostic Techniques (Prohibition of Sex Selection) Act.

Step 13 : Appeal Letter to the Local Authority

APPEAL LETTER

28th May, 2021

To,
The ward chairperson
Kalika-6, Padampur
Chitwan, Nepal

Subject: Create awareness activities to empower bote girls of Kalika-5

Respected sir,
I am a student of Shree Bhimodaya Model school. I am studying in grade 10. I involved in ISA project organized by British council and my topic is "what's fault being a daughter". For that we study about bote girls of Kalika municipality. We found that parents are not aware about girls rights and treating unequally between son and daughter. So, I would like to request to create awareness activities in bote communities to empower bote girls.

Hope to get positive responce?

Your faithfully
Aashish Dhakal
Grade : 10'D'

APPEAL LETTER

3rd May, 2021

To,
The principal
Shree Bhimodaya Model Sec. school
Kalika-5, padampur
Chitwan, Nepal

Subject: Provide scholarship to Bote girls for empowerment

Respected sir,
I am a student of shree Bhimodaya Model Secondary school. I am studying in Grade 10. I involved in I.S.A project organized by British council and my topic is what's fault being a daughter. FOR that we study about Bote girls of Kalika municipality. We find that parent's are financially weak. So we would like to request to provide scholarship programme for bote girls to uplift their education level.

Hope to have positive responce!

Your faithfully
Monita chaudhary
Grade 10 'D'

Step 14 : Preparation of bar graph according to data collection during field visit

Social

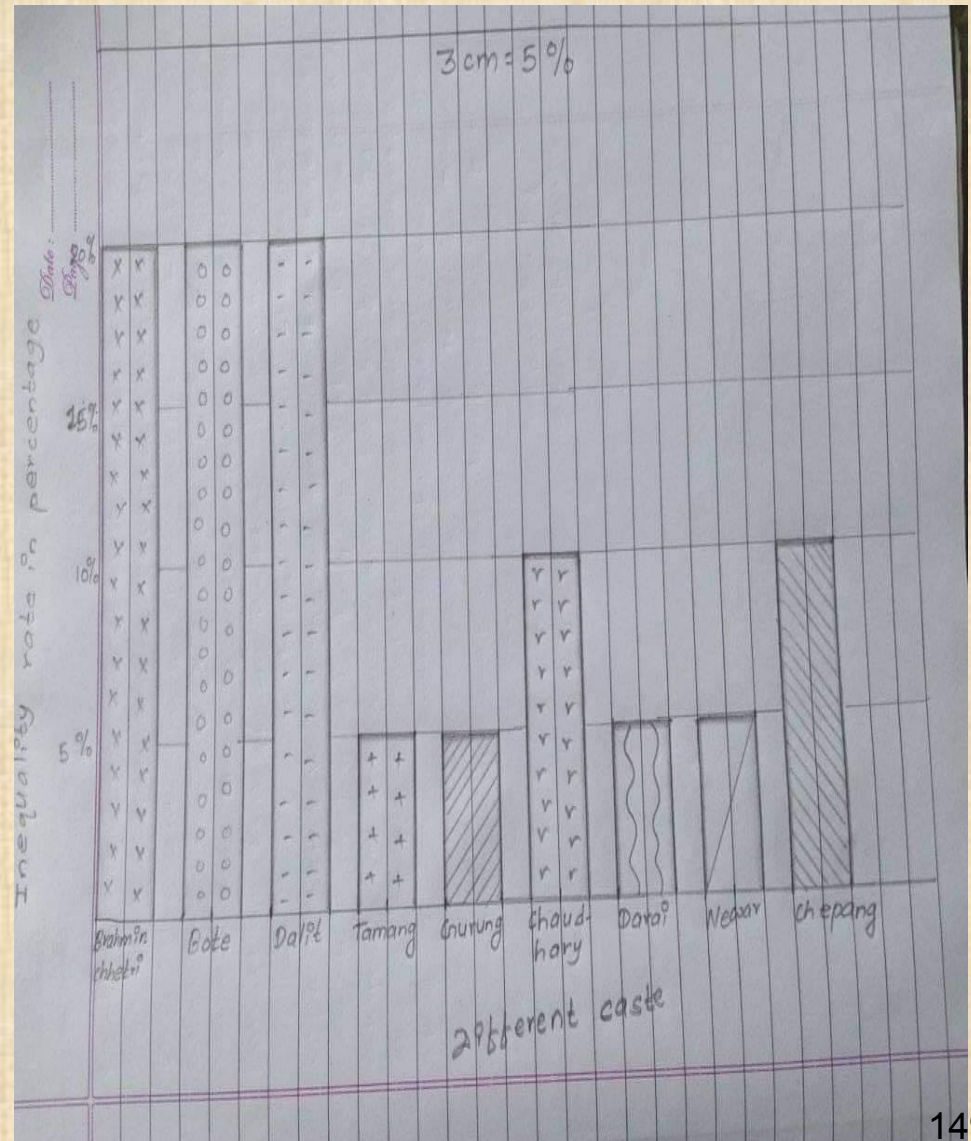
Date:
Page:

17) Prepare a bar graph comparing the practice of enequalities ethnicwise.

	Caste	Percentage
1)	Brahmin chhetri	20 %
2)	Bote	20 %
3)	Dalit	20 %
4)	Tamang	5 %
5)	Gurung	5 %
6)	Chaudhary	10 %
7)	Darai	5 %
8)	Newar	5 %
9)	Chepang	10 %
		Total = 100 %

→ A graph comparing the practice of enequalities ethnicwise:

Index

	Castes	Symbol
1)	Brahmin chhetri	x x x x
2)	Bote	o o o o
3)	Dalit	- - - -
4)	Tamang	+ + + +
5)	Gurung	
6)	Chaudhary	Y Y Y Y
7)	Darai	
8)	Newar	
9)	Chepang	

3cm = 5 %

Inequality rate in percentage

20%
15%
10%
5 %

Brahmin chhetri
Bote
Dalit
Tamang
Gurung
Chaud-hary
Darai
Newar
Chepang

Different caste

Circulation for Parents

SHREE BHIMODAYA MODEL SECONDARY SCHOOL

KALIKA-5, CHITWAN

Date: 12th Oct. 2020

Dear parents

This is to notify that we are going to visit "Bote Community" of Kalika Municipality Ward No.5, to take interview with the parents under British Council's International School Award. We request you to permit your child and prepare your child.

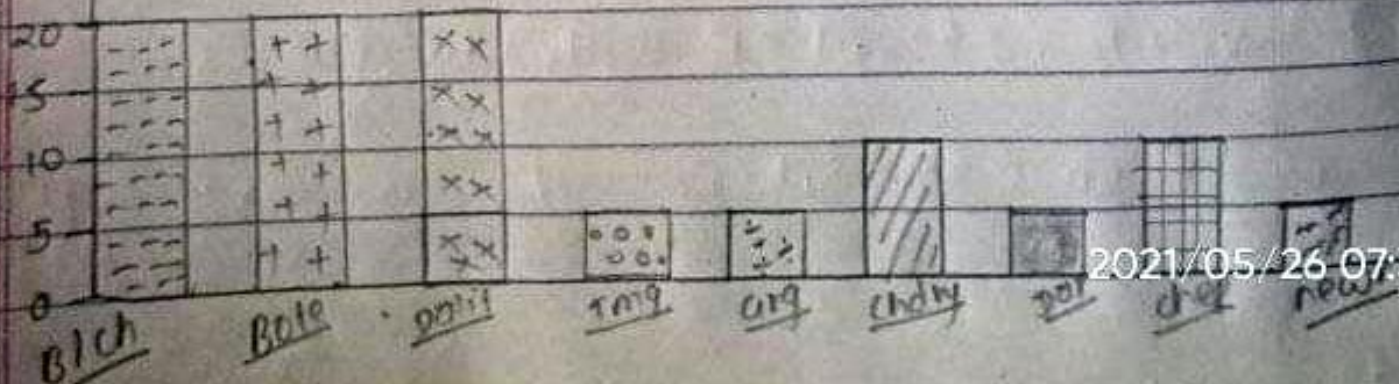
Thanks and Regards

Sabitri Bhattarai
Project Co-ordinator

Principal

* Prepare a bargraph comparing the practice of inequalities ethnic wise

Brahmin / kshettri	20%
Bote	20%
Dalit	20%
Tamang	5%
gurung	5%
chaudhary	10%
Darai	5%
chepang	10%
newari	5%

-) Representing the above information in bargraph

Students Feedbacks

6th March 2021

British Council

I am Subin Neupane from grade 9 'E' I study in Shree Bimodaya Model Secondary School. I involved in ISA project "What's fault being a daughter in collaboration with pinewood school of India. We observed Bote community and find out the status of daughter in Bote communit We find they do not treat equally to their sons and daughters. We performed various activities like rally, Buzz session etc.

I am thankful to the British Council and school to give me chance to Particip in this project

Thank You!
Subin Neupan

Bhimodaya Model Sec school
Kalika-5, Chitwan, Nepal
C/N: 056-627029, 9855062737.

Nameste, Every one. It's me Rimant Adhikari one of the student of grade 10. I like to mention a special thanks to British counsil for organizing this type of great program and our school commuty to giving a chance to became a member of this project. "What's fault Being A Daughter."
At past I am so bad in communication. I fell scared to express my idea, news, views among people and teachers so I am bad in study too. Communication play a vital role in our life. Not only reading book is important If we does not have Communication skill we can't expres our views, ideas. In result other people cannot understood our ides and us. So communication is very important not only communication creativity skill also important in our life to get a sucess.

When I became a member of ISA project automaticaly my communication

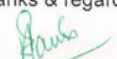
Letter of Appreciation and Feedback from Partner School

Pinewood School

(Under the Management of Pinewood Academic Society)
CBSE Affiliation No. 2130712

05/08/2021

To,

Mrs. Sabriti (Sabu) Bhattarai,
IDS Coordinator
Shri Bhimodaya Model Secondary School

Sub: Letter of Appreciation

Dear Teacher

We would like to thank you all of you for all the efforts that you have put into for enhancing the knowledge of the students as well as the school. From the very onset of the relationship between our schools, it will not be wrong to say that you have been the driving force which has helped in the making of this project possible, i.e. IDS project 'What A Fault Being A Daughter'.

Our sincere thanks for all your hard work, your generosity and for your inspiration. From a kernel of ideas just some months ago, to our successful template of international collaboration between our two schools. Our international journey still continuous at the very heart of all that we do. Hope our collaboration inspires us today to go further and to go faster.

Thanks & regards,

(Dr. Sanjeev Jain)
Principal

(Mrs. Romana Iftekhar)
IDS Co-ordinator

PINEWOOD SCOOL ★ 9045400400 9760013905 SAHARANPUR ★

Chunheti, Delhi Road, Saharanpur - 247001, Phone: +91 9045400400, 9760013905
Email: pinewoodschool@rediffmail.com, Website: www.pinewoodschool.in

Pinewood School

(Under the Management of Pinewood Academic Society)
CBSE Affiliation No. 2130712

05/08/2021

To,

Mrs. Sabriti (Sabu) Bhattarai,
IDS Coordinator
Shri Bhimodaya Model Secondary School

Sub: Feedback

Dear Teacher

The students from your school exhibited adequate preparation for their oral presentations. In addition, your students could reply to the questions asked by my students clearly, which showed a comprehensive understanding of this topic. I'm looking forward to further collaboration with your school in the future.

ISA co-ordinator : Indra Nath Paudel
Project Coordinator : Mrs. Sabitri Bhattarai

Thanks & regards,

(Dr. Sanjeev Jain)
Principal

(Mrs. Romana Iftekhar)
IDS Co-ordinator

PINEWOOD SCOOL ★ 9045400400 9760013905 SAHARANPUR ★

Chunheti, Delhi Road, Saharanpur - 247001, Phone: +91 9045400400, 9760013905
Email: pinewoodschool@rediffmail.com, Website: www.pinewoodschool.in

Video Links

Video 01 :: By Sabitri Bhattarai

Video 02 :: By Sabitri Bhattarai

Video 03 :: By Sabitri Bhattarai

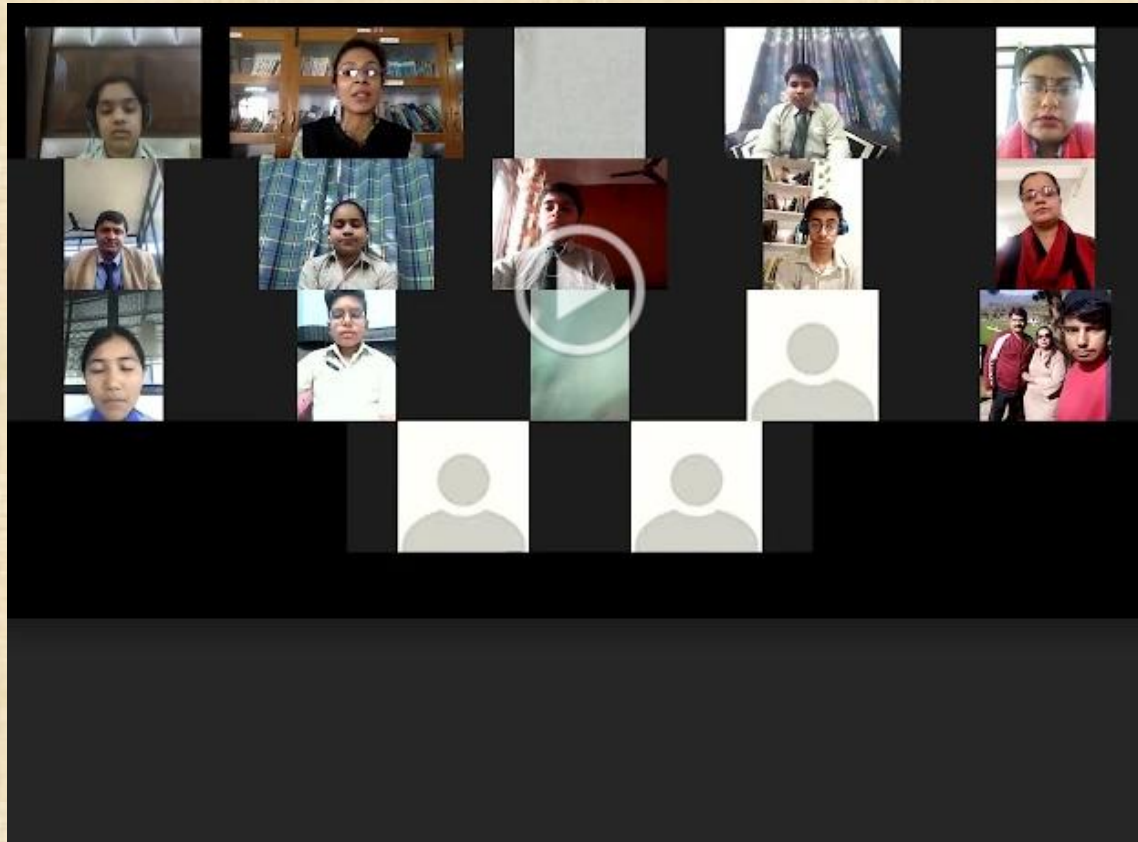
Video 04 :: By Sabitri Bhattarai

Video 05 :: By Sabitri Bhattarai

Video 06 :: By Sabitri Bhattarai

https://bhimodayass.edu.np/isafile/Sabitri_Bhattarai/

(21 Video files of this project are attached in above URL.)

Collaboration Video Links

Video Link 1

https://drive.google.com/file/d/1SyNAcH4nwuOWu9UA7toViNrYIedn_Yri/view

Video Link 2

https://drive.google.com/file/d/1kpopTM2u5gLTch9Y20dONDgqEWVZBH0j/view

Student's Evaluation

Shree Bhimodaya Secondary School
Kalika-5, Padampur, Chitwan
Evaluation Sheet on **What's Fault in Being a Daughter!**
[International School Award (ISA), British Council]

Name: Anil Acharya   Class: 10

1. What do you mean by gender equality?
Gender equality is when all people have equal opportunities, rights and freedom to ~~do~~ perform their work.

2. What is the condition of Bote girls in Bote community?
In modern society, almost all people are educated. Also, ~~Although~~ Bote girls are educated since many years. Parents are considering girls rights and ~~pap~~ priority to their daughters. Making their daughters able to ~~ed~~ literate.

3. What are globally recognized woman rights?
Rights to education, Right to vote, Right to express view, Right to freedom, Reproductive rights, Right to safe motherhood and so-on.

4. How can we empower the Bote girls?
- Scolarship Programme by local government
- Awareness campaign
- Running formal and informal awareness campaign.

5. How local bodies can help to empower Bote girls?
- Viewing point to both girls and boys should be equal
- should listen to girls ~~opin~~ opinion and choice.
- Should provide Scolarship to girls, etc.

'The End'

Shree Bhimodaya Secondary School
Kalika-5, Padampur, Chitwan
Evaluation Sheet on **What's Fault in Being a Daughter!**
[International School Award (ISA), British Council]

A

Name: Aashika Nepal   Class: 10 'TEN'

1. What do you mean by gender equality?
Gender equality is when people of all gender's have equal right and opportunities.

2. What is the condition of Bote girls in Bote community?
They are not getting proper education.
They are forced to do work they doesn't want to.
most of the girls where married under the age of 16
They are blackmailed In the name of religion, cultures social norms etc.

3. What are globally recognized woman rights?
Right against women violence
Right to education
Equal employment rights for women and men.
Right to vote

4. How can we empower the Bote girls?
- We should end the gender discrimination.
- Proper education facilities should be provided.
- Equal parental right without gender discrimination.
- Any physical, mental, sexual, psychological or any type of violence should be strictly prohibidated

5. How local bodies can help to empower Bote girls?
- Awarness programmes should be conducted against the violation of girl's rights.
- women education and empowerment should be given priority.
- Maintain equality among both the genders.
- Equal participation should be encouraged in every sector.

'The End'

Student's Evaluation

Shree Bhimodaya Secondary School
Kalika-5, Padampur, Chitwan
Evaluation Sheet on What's Fault in Being a Daughter!
[International School Award (ISA), British Council]

Name: Priyanka Rijal Class: 10'E'

A

1. What do you mean by gender equality?
Gender equality is when people of all genders have equal rights and opportunities.

2. What is the condition of Bote girls in Bote community?
The condition of Bote girls in Bote community is poor. They were suffering from different problems like ~~unedu~~ early mariage, gender inequality, poverty, illiteracy, and unemployment.

3. What are globally recognized woman rights?
Globally recognized women rights are:- Right to vote, Property rights, right to education, Reproductive rights, Right against women violence and Human Rights.

4. How can we empower the Bote girls?
* Equal parental rights without gender discrimination
* Proper education facilities for bote girls.
* Provide social security for economically weak, disable women and balanced diet.

5. How local bodies can help to empower Bote girls?
* Provision of scholarship.
* Equal participation of both genders in every works. * Vocational and technical training should be given.

'The End'

Shree Bhimodaya Secondary School
Kalika-5, Padampur, Chitwan
Evaluation Sheet on What's Fault in Being a Daughter!
[International School Award (ISA), British Council]

Name: Roshan Pandey Class: 12 (Science)

A

1. What do you mean by gender equality?
Gender equality is the human right which ensure the equal access to research and oppurtunities regardless of gender.

2. What is the condition of Bote girls in Bote community?
Even in the modern age, Bote girls are being victims of early marriage. They are unknown with the women rights which directly affects their future. Deficiency of nutritious food, quality education drag their future to the dark.

3. What are globally recognized woman rights?
- Natural rights [Equal existence rights]
- Right to vote
- Human rights
- Reproductive rights

4. How can we empower the Bote girls?
- Quality and Practical education should be given.
- Awareness on health education to the Bote girls.
- Self defence training must be given to every girls.
- Nutritative food and diet are necessary.

5. How local bodies can help to empower Bote girls?
- Lifeskill education and training must be provided by local bodies.
- Charity and Donation should be provided in Bote Community.
- Provision of scholarship
- Equal participation should be encouraged in every sector.

'The End'

5

Student's Evaluation

Shree Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet on **What's Fault in Being a Daughter!**

[International School Award (ISA), British Council]

Name: Sabin Neupane Class: 10 'E'

1. What do you mean by gender equality?

   Gender equality is when people of all genders have equal rights, responsiblities & opportunities

2. What is the condition of Bote girls in Bote community?

   They are not getting nutritious food, they are being victims of early marriage. They are not getting education properly and due to this they are not getting proper employment.

3. What are globally recognized woman rights?

   - Natural rights (equal existence rights)
   - Right to vote
   - Human rights
   - Reproductive rights

4. How can we empower the Bote girls?

   - Propeor education facility for the Bote girls
   - They should be married at appropriate age.
   - They should be get balanced diet.
   - They should get equal treatment as a son.

5. How local bodies can help to empower Bote girls?

   - Awareness programmes
   - Vocational and technical training should be given
   - Scholarship programmes
   -

A 5

'The End'

Shree Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet on **What's Fault in Being a Daughter!**

[International School Award (ISA), British Council]

A

Name: Rasa Gurung Class: 12 'Science'

1. What do you mean by gender equality?

   Gender equality is the fundamental human rights which ensure the equal access to research and opportunities regardless of gender.

2. What is the condition of Bote girls in Bote community?

   Bote girls are more vulnerable to early marriage, illiteracy, and other basic women right. They are poor and deprived of nutritious food. Discrimination, inequality and unemployment are also affecting the condition of Bote girls.

3. What are globally recognized woman rights?

   - The Sexual and Reproductive Rights.
   - Freedom of Movement
   - Right of voting
   - Right to equality

4. How can we empower the Bote girls?

   - Doing awarness programme
   - Ensuring quality education.
   - Self defence training must given to every girls.
   - By providing job opportunities.

5. How local bodies can help to empower Bote girls?

   - Donation and charity programme can be done
   - Life skill education and training can be provide
   - Provision of scholarship
   - Ensuring quality employment locally.

A

'The End'

BC Evaluation form

ISA Pupil Evaluation Form

No of activity	8	Title of activity	Whats fault being a daughter!
Your name	Salakya Bhattarai		
Your age	14yrs		
Class	9 'C'		

What have you enjoyed most about this activity? What did you like best?

I enjoyed field survey in bote family and I like interviewing with them.

What new ideas or information have you learned from this activity?

I learned about the status of bote girls.

What have you enjoyed least or encountered difficulty with?

I felt difficult to interview with illeterate gaurdians of bote community.

What would you like to change if you did this activity again?

I would like to make different questionnaire according to their educational status

ISA Visitor Evaluation Form

No of activity	1	Title of activity	what fault is being a daughter!!! rally
Your name	Prakash Lamichhane		

Please comment on the impact this activity has had on the pupils involved.

very nice. It gives positive response

Please comment on the impact this activity has had on you.

It clears girls right

Please comment on the impact this activity has had on the school generally.

It talks about about equality about boy and girls is school

If you have any suggestions for how to improve this activity, please comment here.

beetter to involve all community than bote.

BC Evaluation form

ISA Parent/ Guardian Activity Evaluation Form

No of activity		Title of activity	
2			What's fault Being a daughter!
Your name	Balram Acharya		
Your child's name	Anil Acharya		
Class	9 E		

Please comment on the impact this activity has had on your child and in your local community.

My Child talks about the gender equality. Praise ISA Project of British Council and treats properly to his sister.

If you have been directly involved in this activity what impact did it have on you?

I will be happy and take positively and involve in each and every activity

Any other comments? You may like to mention how this activity can be improved in future

Amazing step by British Council. Hope to help in the upliftment of child's career.

ISA Evaluation Forms – Full Award

ISA Teacher Evaluation Form

No of activity		Title of activity	
8			What's fault Being a daughter
Your name	Sabitri (Saba) Bhattarai		

What impact has this activity had on the pupils involved (at your school or in your local community)?

They are positive about our work and guardian are conscious about the gender equality.

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

I became more bold as I am directly involve in field survey with students

Comment on the impact this activity has had on the school generally.

Especiall we focused on gender equality of Bote community. So, Bote girls are conscious about their child and girls rights.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

The most effective part of this activity is based on practical because we have to go in field and do practically. The least effective is some its hard to convince guardians as they only like to have chalk duster teaching.

ISA Evaluation Forms – Full Award

Reflection by Project Co-ordinator

Project No. 2 :

What's fault in being a daughter

Mrs. Sabitri Bhattarai

At first I would like to thank British Council for giving me such a great opportunity to be a part of the ISA project. Being Asian countries we do have lots of gender issues still girls are treated as second gender we have patriarchal society. Discrimination can be seen clearly.

For this project we chose marginalized caste- Bote community girls of Nepal. We prepared questionnaire and visited Bote community located in Kalika municipality. Various activities were done like orientation which gave them knowledge on the topic and through the field visit students got the idea about real condition of Bote girls. We did other activities too. We visited ward committee and discussed the problems of Bote girls with ward chairpersons. We took snaps and recorded videos too. We did rally for the awareness programme.

The most interesting and innovative part of this project is the collaboration of students with international partner schools. The presentation and interaction between partner school boosted their communication skill and they got idea about each other's problems. While the students were involving in interactions with the teachers and international partners, teachers and students they were able to develop critical thinking, involved in problem solving activities and developed the leadership, personal development. While performing different activities they became creative and imaginative, while participating in international forum, they had the feeling of global citizenship skills and skill of digital literacy. While doing collaboration with international partner they developed communication skill and were able to improve problem solving skill.

At last, I must say that such project will boost up the learning capacity of the students. It promotes distance learning and collaboration with international school. It is only possible because of British council ISA Project. I would like to thank my principal, colleagues, students and partner school as well as parents for their kind cooperation during the period of this project.

Thank You !

THANK YOU !

INTERNATIONAL SCHOOL AWARD 2020-21

Project Title : Tharu's Spinning Sticks

Project Head- Ajaya Mahato

ISA Co-Ordinator - Indranath Paudel

Shree Bhimodaya Model Secondary School

Kalika-5, Chitwan, Nepal

INTRODUCTION

Bhimodaya Model Secondary School, Kalika-5, Chitwan is in a journey of International Award of British Council. Among eight different projects, “Tharu’s Spinning Sticks” is a cultural project with the collaboration with international partner school.

Tharu community is one of the indigenous community of terai of Nepal. This community has it’s own unique culture. Tharu’s Spinning Sticks is a special type of dance performed by the Tharus’ in their certain festivals like ‘Jitiya’ and ‘Phagu-the festival of color’. Locally the stick dance is called ‘Thekara naach’ .

This Project mainly focuses on the link between this dance and learning in harmonic way in group.

Here is the action plan for this project:-

Action Plan No. 3

Project 4	Tharu's Spinning Sticks The aim of the project is to bring out the curiosity to the children about the dancing skill & performance activity of stick dance (a traditional dance of people of local Tharu community).The activities also aims at the conservation & promotion of dance for tourism purpose & encourages the children to be involved in income generating activities through the dance by entertaining the guests .Aims to engage the children in various research activities about the similar cultural practices in partner school & make then able to share the knowledge and information .
Type:	Collaborative project with an international partner
SDG focus:	Goal No. 11: Sustainable cities & communities
Learning Outcomes	At the end of the project the students will be able to:- 1. Describe and discuss the tools used for the dance along with the costumes 2. Enlist the THARU cultures conducted throughout the year. 3. Share in group the simple communicative phrases, songs and music used in Tharu Stick dances & vice versa. 4. Demonstrate the stick dance using proper costume and steps.
Activities	• Introduction of project session is made to the students • Students will be taken to THARU cultural house and museum nearby and ask the students to make a review about the THARU culture and stick dance from their parents & grandparents. • Students will ask to make a study report about the historical & cultural background of celebrating Stick dances. • Expert meeting will be arranged in school to present the facts about THARU stick dance facts. • Two Groups for boys & girls will be formed to learn the stick dance • Students will ask to manage tools & costume for THARU stick dance. • Group students will participate in learning process of some basic skills of the dance & will demonstrate the dance to the international partner using ZOOM. • Make videos & photographs to share with international partner school students. • Prepare tools and display them in the cultural programme in the school stage.

Action Plan No. 3 (Cont.)

Duration of activity	Mid February 2020 to September 2021			
Classes / no. of pupils involved	Class	7	8	9
	No. of Students	44	40	30
Countries covered	UK (Morris dance), India (Dandiya Raas), Pakistan (Galka), Sri Lanka (Lee keli dance), Germany/Austria (Schuhplatter), UAE (Al Ayala dance), Western Europe. (any school that is ready to collaborate)			
Subjects covered with curriculum link	Social Studies : 1) Our rites and rituals of Grade 8 2) Our social values of Grade 9			
Teachers responsible	Ajaya Mahato, Abhijit Chaudhary, Subash Bidari and Prakriti Mardaniya			
Evaluation methods	• THARU Dance show • Students reports • ZOOM chat videos • Preparation of tools for stick dances • Communication conversation between two school students • BC Evaluation form • Stick Materials Preparation			
Evidences	✓ Pictures / videos of the learning activities ✓ Students Evaluation Sheet ✓ Photographs/screenshots of Sharing with International Partners ✓ Circulars ✓ Student Feedback ✓ BC evaluation form ✓ E-mail/WhatsApp Chat			

Activity Cover Sheet

School Name:- Shree Bhimodaya Model Secondary School Activity Number:-3

Title of Activity:	Tharu's Spinning Sticks
Teacher responsible:	Mr. Ajaya Mahato
Other staff Involved:	Abhijeet Chaudhary
Subjects Involved:	Social Studies, Maths
Brief details of The aim, content and outcomes of the activity	**Aim:** To learn about culture of tharu people **Activities:** 1. Orientation about the project. 2. Museum Visit and Study about the culture 3. Meeting with expert to know about THARU stick dance facts 4. Preparation of dance materials 5. Dance warmup 6. Collaboration with international partner school via video conference 7. Dance performance 8. Feedback from international partner school 9. Conformation letter from museum

<table>
<tr><td></td><td colspan="4">Outcomes:
1. Know about the culture of THARU
2. Know about different dance materials
3. Know how to prepare dance materials
4. Know how to dance
5. Know about some calculations during activities</td></tr>
<tr><td>Partner schools and countries name/s.</td><td colspan="4">Govt. Girls Elementary School, Chiniot, Pakistan</td></tr>
<tr><td>Period of the activity:</td><td colspan="4">January to April 2020</td></tr>
<tr><td>Number of pupils in the school involved in this activity</td><td colspan="4">80 pupils</td></tr>
<tr><td>Age of pupils involved</td><td colspan="4">14-15 years</td></tr>
<tr><td>Copies of evidence included:</td><td colspan="4">• Videos
• Meeting pictures
• Minuting (copy)
• Photographs
• BC evaluation forms
• Letters from local museum</td></tr>
<tr><td rowspan="2">Number and type of evaluation forms included</td><td>Pupil</td><td>Teacher</td><td>Parent</td><td>Visitor</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>1</td></tr>
</table>

Journey to Field Visits

What to do	**Learn and perform dance**
Why to do	To link with learning and professionalism
Who are to do	Students, Teachers and general public
Where to go	Tharu Cultural Museum, Bachhauli
How to do	By field Trip, interactions, interview with the local elders etc.
Whom to share	National & International schools
What time to do	2020 January to October 2021

Orientation about Project

International School Award (ISA)
British Council (BC)

Orientation programmme
On
Project-4 : Tharu's spinning sticks
Bhimodaya Model secondary School.
Kalika-5, Chitwan
20th Jan. 2021

BHIMODAYA MODEL SECONDARY SCHOOL
Kalika-5. Chitwan

International school Award, British Counsil

Date: 18th Dec. 2020

Chairperson :- ISA Co-ordinator :- Indranath Poudel
Presence : ISA member :- Subash Bidari
: project Head :- Ajaya Mahato
faciliatators :-
Project Ass. Head :- Abhijit chaudhary

Venu: Bhimodaya model Secondary school, Conference Hall

Agenda: Discussion about this project (Tharu Culture)
: Discussion about stick dance of this project from class 8 to 11

Attendes :-

	Name	Class	Signature	facebook ID
1)	Nisha Chaudhary	10 'B'	[signature]	Parsuna Mahato
2)	Muskan Chaudhary	9 'E'		
3)	Nisha Mahato	9 'A'	Nisha	Nisha Mahato
4)	Bikrita Chaudhary	9 'C'	[signature]	Bikrita Cdy
5)	Susmita Chaudhary	11 'science'	[signature]	Susmita Chaudhary
6)	Rojina Mahato	10 'D'	[signature]	Rojeena Mahato
7)	Amir Mahato	10 'D'	[signature]	Amir Jung Chaudhary
8)	Raghbir Chaudhary	9 'E'	[signature]	Try To Change
9)	Sima Mahato	9 'D'	[signature]	Ashika Mahato
10)	Sonu Khojwar	10 'B'	[signature]	A Sonu Cdy
11)	Sumesh Mahato	9 'B'	[signature]	Sumesh cdy
12)	Aashish Raut	9 'A'	[signature]	Aashish Ma Hato
13)	Amit Chaudhary	9 'C'	[signature]	
14)	Aashish Chaudhary	11 mgt'	[signature]	Aashis Indira chaudhary
15)	Sandeep Mahato	11 'Science'	[signature]	Sandeep Mahato

Orientation About the Project

A field visit to Tharu Cultural Museum, Bachhauli

A field visit to Tharu Cultural Musuem, Bachhauli

A field visit to Tharu Cultural Musuem, Bachhauli

Meeting with Expert

A field visit to Tharu Cultural Museum, Bachhauli

News Report Published in the Newspaper

पदमपुरको भीमोदय नमूना माविमा एक दिवसिय होल स्कूल एप्रोच तालिम

Kalika Dainik

चितवन । भीमोदय नमूना माविमा ब्रिटिश काउन्सिलको प्राबिधिक सहयोगमा होल स्कूल एप्रोच तालिम कार्यक्रम सम्पन्न भएको छ ।
देशभरका १२१ बिद्यालय मध्ये कालिका नगरपालिकाको भीमोदय नमूना मावि पनि ब्रिटिश काउन्शिलमा छनोट भएको छ । आज कालिका – १ स्थित आप्पा ब्याङ्केटको सभा हलमा भीमोदय नमूना माविले आफ्नो बिद्यालयको पठन पाठन नयाँ शैलीमा संचालन गर्न विद्यालयका ५४ जना शिक्षक/कर्मचारीहरुलाई एक दिवसिय प्रशिक्षण दिएको छ। बिद्यालयले अब निकट समयमा बेलायतको सरकारी बिद्यालय संग सिकाइमा साझेदारी कार्यक्रम संचालन गर्नेछ । बिद्यार्थी र शिक्षकहरु बीच अन्तरदेशीय रुपमा विभिन्न कुराहरुमा सहकार्य हुनेछ । बिद्यालयले आइएसए (ISA) सर्टिफिकेट प्राप्त गर्नका लागि यो वर्ष आबेदन गरेको छ ।

विद्यालयको आफ्नै आयोजनामा तालिम सम्पन्न भएको हो ।तालिम उद्घाटन कार्यक्रमको प्रमूख अतिथि शिक्षा बिकाश तथा समन्वय प्रमूख भूमिलाल सुबेदी रहनु भएको थियो भने अध्यक्षता बिब्यस अध्यक्ष अमृत श्रेष्ठले गर्नु भएको थियो । बिहान ८।३० बजे देखि बेलुका ६ बजे सम्म तालिम संचालन भएको थियो । ब्रिटिश काउन्शिलका बरिष्ट प्रशिक्षक प्राध्यापक तिर्थ कंडेलले प्रशिक्षण दिनु भएको थियो । तालिमको अन्तमा सहभागी सबैलाई प्रमाणपत्र वितरण गरिएको थियो । तालिम वाट सबै शिक्षक कर्मचारीहरु उत्साहित देखिनु भएको छ । अब भीमोदय माविको पठन पाठन ब्रिटिश काउन्शिलको अन्तराष्ट्रिय पद्दतिमा संचालन हुने कुरा प्रधानाध्यापक डा हरिप्रसाद कंडेलले बताउनु भयो । यसै बर्ष देखि स्टाफ नर्स , संगीत शिक्षक र खेल शिक्षकको समेत व्यवस्था गरिएको ले बिद्यालयको अतिरक्त क्रियाकलाप अझ व्यवस्थित हुने कुरा समेत बताउनु भएको थियो ।

ताजा अपडेट

एमालेले विचार, व्यवहार र आचरणको हिसाबले देशलाई मार्गदर्शन गर्छ: अध्यक्ष ओली

नेकपा एमाले रत्ननगर-१० को अध्यक्षमा एकबहादुर जिसी चयन

देउखुरीमा टाटा सुमो दुर्घटना हुँदा नौ जना घाइते

बाग्मती सफाइ महाअभियान ४ सय ४१ औं हप्ता

नेकपा एमाले भरतपुर महानगरको सचिवमा अबिन घिमिरेको उम्मेदवारी घोषणा

नेकपा एमाले कालिका वडा नं.६ को अध्यक्षमा होमबहादुर गुरुङ चयन

चित्रवन अनलाईन — खबरको धरोहर

भीमोदय नमूना माविमा अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न

admin December 28th, 2019

चितवन, कालिका नगरपालिका-५ स्थित भीमोदय नमूना माविमा यू.के.एड द्वारा प्रदान गरिने बिद्यालयको गुणस्तर सम्बन्धि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न भएको छ । बिद्यालय ब्यबस्थापन समितिका अध्यक्षतामा सम्पूर्ण शिक्षक, कर्मचारी, बि.व्य.स. पदाधिकारी र शिक्षक अभिभावक संघ बीच शैक्षिक गुणस्तर सम्बन्धमा ब्यापक अन्तरक्रिया गरिएको थियो । कार्यक्रममा ISA कोर्डिनेटर शिक्षक इन्द्रनाथ पौडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का सम्बन्धमा बिषय प्रवेश गराउनुभएको थियो । बिद्यालयका प्रधानाध्यापक डा. हरिप्रसाद कंडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का लागि बिद्यालयले संचालन गर्नु पर्ने ७ ओटा प्रोजेक्टहरु, त्यसका मापदण्डहरु, अवसर र चुनौतिहरु माथि प्रकाश पार्नु भएको थियो । २०२०-२१ का लागि भीमोदय नमूना मावि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA)को प्रतिस्प्रधामा सहभागी हुदैछ । कार्यक्रममा शिक्षकहरुले आ-आफ्नो जिज्ञासाहरु राख्नुभएको थियो । कार्यक्रममा अमृत श्रेष्ठ र उत्तरकुमार अधिकारीले मन्तब्य राख्नु भएको थियो । छलफल पछि प्रधानाध्यापकको नेतृत्वमा १० सदस्सीय ISA व्यवस्थापन तथा कार्यान्वयन समिति गठन भएकोछ ।

बिद्यालयमा सचालन गर्ने प्रोज्र्क्टहरुका लागि ८ जना प्रोजेक्ट हेडहरु छनोट गरिएको छ । आगामी जनवरी १९ भित्र विद्यालायाले ती प्रोजेक्टकोको एक्सन प्लान ब्रिटिश काउन्शिलमा बुझाउनेछ । बिद्यालयले विदेश स्थित ३ ओटा बिद्यालयहरु र एउटा स्थानिय संस्थागत विद्यालय संग पार्टनरसीप प्रोग्राममा कोलाबोरेसन गर्ने छ । एकओटा स्थानिय पाठ्यक्रमा आधारित प्रोजेक्ट, एउटा भाषा सिकाइ सम्बन्धि प्रोजेक्ट र अन्य दुई ईनस्कूल प्रोजेक्टहरु संचालन गर्नेछ । अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) कार्यक्रम संगै भीमोदयका स्टाफ र बिद्यार्थीहरु बेलायतमा गएर प्रोफेशनल डेभलपमेन्टको शेयारिंग गर्ने अवसर प्राप्त गर्नेछन । त्यसै गरि बिदेशी शिक्षक र बिद्यार्थीहरु भीमोदयमा आउने र संगै सिकाइ गर्ने मौका मिल्नेछ । यसवाट भीमोदय माविको ख्याति अन्तराष्ट्रिय स्तरमा बढ्नेछ । यो अवार्ड प्राप्त गर्न १२ महिनाको अवधिमा अघि भनिएका प्रोजेक्टहरुको सफल संचालन हुनु पर्नेछ । ब्रिटिश काउन्शिलले सहजीकरण तथा मुल्यांकन गर्नका लागि भीमोदय माविमा स्कूल एम्बेसडर तोक्ने छ । प्रस्तावित सबै प्रोजेक्टहरु बिद्यार्थीहरुले लीड गर्ने छन् । सबै उमेर र तहका ७५ % भन्दा बढी बिद्यार्थीहरु प्रत्यक्ष रुपमा प्रोजेक्ट कार्यमा सहभागी हुनु पर्नेछ । प्रोजेक्टहरुले ८० % कन्टेन्ट कभरेज गर्नुका साथै एसडीजी गोल संग लिंक भएको हुनु पर्नेछ । सबै प्रोजेक्टमा ईण्टरनेसनल डाइमेन्सन हुनु पर्दछ । यस कार्यक्रमले भीमोदय माविको पठनपाठन युके बिद्यालय मोडेलमा संचालन गर्न गराउन बाध्य बनाउनेछ । यसले गर्दा बिद्यार्थीहरु ग्लोबली ट्यालेन्ट हुने अवसर निर्माण हुने छ ।

ताजा समाचार

News Report Published in the Newspaper

khabareducation.com/9652/?fbclid=IwAR3usAHy7khGGeBSIR9IlqMhekbkEICn4V1AHiikTLwKgXE4OZT2VjIccZs

यस्तै गरि In- School Project अन्तर्गत विद्यालमा शन्तोष भण्डारी सरको नेतृत्वमा स्कूल सँगै कमाई गर्ने कार्यक्रम च्याउ खेतिको "Room Room any Room for Mushroom!" शीर्षकको प्रोजेक्ट र किशोर श्रेष्ठ सरको नेतृत्वमा हरियाली बिद्यालय हाता बिकास गर्न "Our School, An Eco-friendly School" शिर्षकको प्रोजेक्टमा बिद्यार्थी सहभागितामा बिबिन्न क्रियाकलाफारू संचालन गरेको छ।

त्यसैगरि 20% Local Curriculum project अन्तर्गत सुबास बिडारी सरको नेतृत्वमा कक्षा ४ र ५ को लागि "कृषि व्यवसाय–केरा खेती" नामको स्थानीय पाठ्यक्रम निर्माण गरि शिक्षण गरिएको छ। Public Private Partnership project अन्तर्गत बिज्ञान शिक्षक गणेश पौडेल सरको नेतृत्वमा स्थानीय संस्थागत बिद्यालय चितवन आवासीय मावि सँग **"Slow SandFiltration"** शिर्षकको प्रोजेक्टमा क्रियाकलापहरू गरिएको छ। विद्यालयले माया लोहनीको नेतृत्वमा ISA मा तल्ला कक्षाहरुको सहभागिता सुनिस्चित गर्न अंग्रेजी भाषा प्रवर्दन गर्ने उदेश्यले अतिरिक्त प्रोजेक्ट अन्तर्गत"Nepalese Students and English Language" शिर्षकमा भाषा सिकाइको क्रियाकलापहरु संचालन गरेको अवस्था छ।

यी सबै प्रोजेक्टहरुको संचालनमा शिक्षक इन्द्रनाथ पौडेलले ISA –Coordinator को रुपमा महत्वपूर्ण भूमिका निर्वाह गर्नु भएको छ। सबै प्रोजेक्टहरुमा पाठ्यक्रम केन्द्रित क्रियाकलाप,पार्टनर स्कूलहरु सङ्ग सहक्रियाकलाप,दिगो बिकासका लक्ष्यहरूको कार्यान्वयन,शिक्षकहरुको निरन्तर पेशागत विकास,पाठ्यक्रमको अधिकांस क्षेत्रको प्रतिनिधित्व,सबै उमेर र कक्षाका विद्यार्थीहरुको सहभागिता र वर्षभरि नै किर्याकलाप गर्ने मुख्य लक्ष्य रहेको छ।

पछिल्लो समय सामुदायिक विद्यालय भए पनि भीमोदय नमूना माविले विद्यालयलाई विद्यार्थी केन्द्रित सिकाइमा जोड दिने नीति अवलम्वन गरेको छ। यहि कारणले हालका दिनहरुमा विद्यालयमा अभिभावक र विद्यार्थीको आकर्षण बढ्दो अवस्थामा पुगेको छ। विद्यालयको वर्तमान प्रधानाध्यापक डा.हरिप्रसाद कंडेल र उँहाको टिम विद्यालयमा सिकाइको नयाँ आयाम भित्राउन निरन्तर लागि परिरहेको कुरा त्यहाका अभिभावकहरु खुसि साथ वाताउँछन। विद्यलाका प्रधानाध्यापक डा.हरिप्रसाद कंडेलका अनुसार आगामी महिना विद्यालयले इन्टरनेशनल स्कूल अवार्डको प्रमाण पत्र प्राप्त गर्ने छ। यस संगै वेलायतका बिद्यालयहरु संग भीमोदयले सहकार्य गर्ने अवसरको ढोका खुल्ने छ।

चितवनको कालिका नगरपालिकामा रहेको सामुदायिक मावि भीमोदय नमुना माध्यमिक विद्यालयले पनि यो वर्षको अक्टुवर महिनामा इन्टरनेशनल स्कूल अवार्ड पाउने दौडको अन्तिम चरणमा रहेको छ। विद्यालयले २०७६ मङ्सिर देखि नै यसका लागि प्रोजेक्ट छनोट, प्रोजेक्ट कोर्डिनेटरहरुको नियुक्ति, विद्यार्थी समुहहरुको निर्माण, ओरिन्टेसन तथा शिक्षक तालिम, international partner स्कूलहरुको खोजि एवं विभिन्न ८ ओटा प्रोजेक्टहरु सँग सम्बन्धित क्रियाकलापहरु संचालन गर्दै आएको छ। यसको लागि काठमाण्डौ स्थित व्रिटिश काउन्सिलले school ambassador को रुपमा उर्वशी खड्का,क्षेत्रीलाइ फेसिलेटर एवं समन्वयकर्ताको जिमेवारी तोकेको छ। यस अघि बिभिन्न चरणमा व्रिटिश काउन्सिलले प्रअ र ISA कोर्डिनेटर शिक्षकलाई यस सम्बन्धमा काठमाण्डौ स्थित पार्क होटेलको ज्ञान रिसर्च केन्द्रमा तालिम प्रदान गरेको थियो।

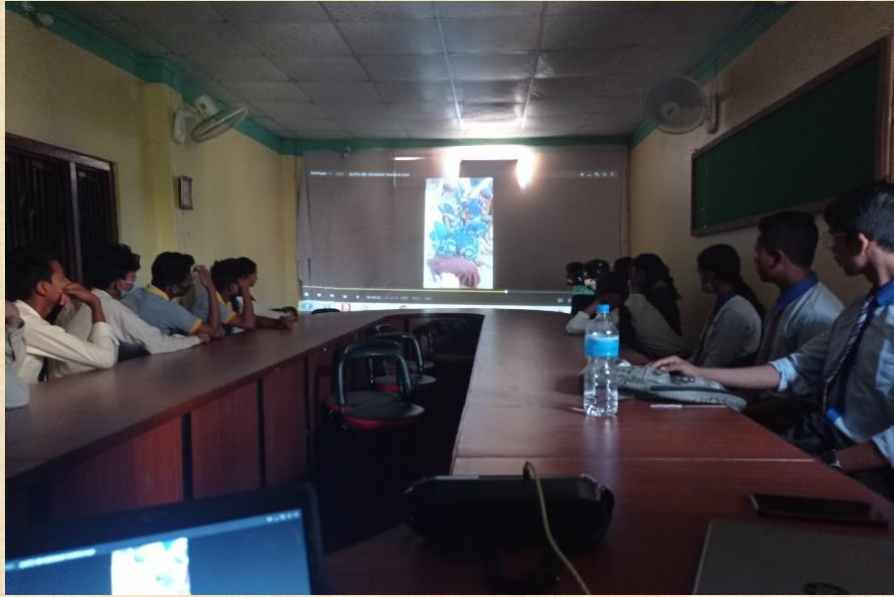
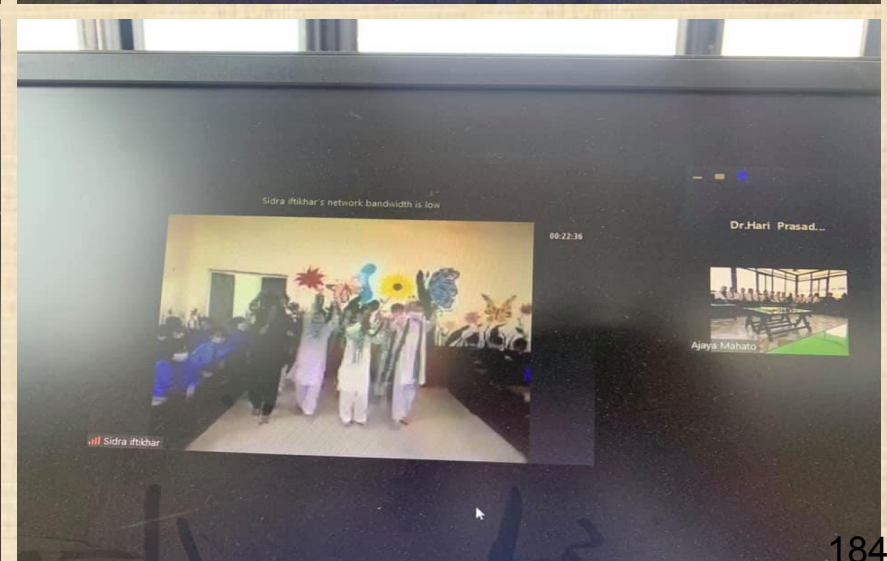
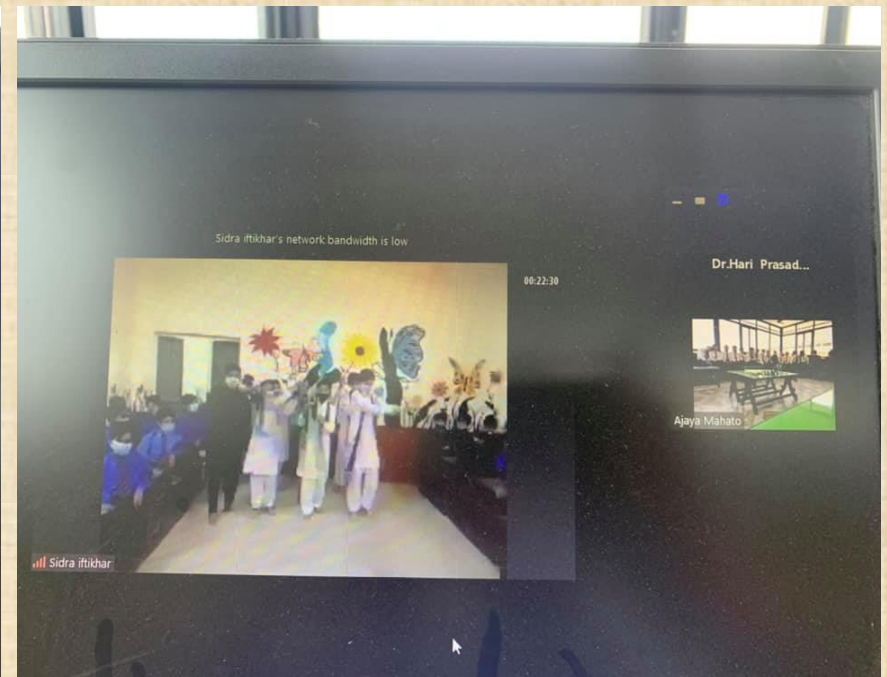
विद्यालयले यादव न्यौपाने सरको नेतृत्वमाinternational Collaborative projects अन्तर्गत ताइवानको TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL सँग नेपालको एक सिंगे गैंडा संरक्षणको "SAVE ME,I AM IN DANGER" शिर्षकको प्रोजेक्ट, सावित्री भट्टराई मेडमको नेतृत्वमा स्थानीय बोटे जातिका महिला शसक्तिकरणका लागी" WHAT A FAULT BEING A DAUGHTER ? " शिर्षकको प्रोजेक्टमा दिल्ली स्थित PINEWOOD SCHOOL सँग र अजय महतो सरको नेतृत्वमा पाकिस्तान स्थित GOVT GIRLS ELEMENTARI SCHOOL सङ्ग स्थानीय थारु संस्कृति सँग सम्बन्धित "THARU SPINING STICKS " प्रोजेक्ट शिर्षकमा सहक्रियाकलाफारू संचालन गरेको छ।

Preparation of Dance Materials

Preparation of Dance Materials

Students after Dance Warmup

Students after Dance Warmup

Collaboration with Govt. Girls Elementary School, Pakistan

Collaboration with Govt. Girls Elementary School, Pakistan

WhatsApp Chat with Partner School

WhatsApp Chat with Partner School

Students after Dance Warmup

Students after Dance Warmup

Group Photo of Project Heads in Banner

Project Head with Students in Banner

Video Links

https://bhimodayass.edu.np/isafile/Ajaya_Mahato/

(4 Videos are attached in the above URL.)

Feedback and Letter of Appreciation

Email: aasimarizvi14@gmailc.com

Ref#: 379 - 21

Date: 17-04-2021

Mr. Dr. Haripersad.
Mr. Ajaya Mahato.
Dhimodaya Secondry School,
Kalika # 5 chitwan # Nepal.

Subj: Letter of Appreciation

I would like to gives the lines of appreciation for the activity "Thoro spinning Sticks" from your side. In actual your work is the feeling of shine of pearls.

Our students like & learn it, we also like you rich culture & tradition. we inspire deeply by your worthy sharring.

Thanks,

Co-ordinator No. 1 Aasima Rizvi
Co-ordinator No. 2. Shehla Naqvi. 17-04-2021

OPPO F11 · ©sweet syeda naqvi

GOVT.GIRLS ELEMENTARY SCHOOL CHAK NO.128 jb TATHIAN CHINIOT PUNJAB PAKISTAN

Dear principal !

Mr.Hari presad kadel

We appriciate your students as they worked with devotion and intrtest which is looking in their work . Their work is very appriciateable 👍😍😊

We appriciate to ISA co-ordinator MR.AJaya

Our collaboration is very informative for us . Throug this sharing we know about your sweet culture

All the best

Circulation for Parents

SHREE BHIMODAYA MODEL SECONDARY SCHOOL

KALIKA-5, CHITWAN

Date: 12th Oct. 2020

Dear parents

This is to notify that We are going to visit Tharu Cultural Museum Bachhauli under British Council's International School Award. We request you to permit your child and prepare your child.

Thanks and Regards

Ajaya Mahato

Project co-ordinator

Principal

Dr. Hari Prasad Kandel

Bhimodaya Secondary School

Kalika Municipality-5, Chitwan

SHREE BHIMODAYA MODEL SECONDARY SCHOOL

KALIKA-5, CHITWAN

Date: 25th Oct. 2020

Dear parents

This is to notify that We are going organize dance classes at 4:30PM every day,at school, for your child in order to learn Tharu stick dance under British Council's International School Award.We request you to grant permission and manage cultural uniforms and other dancing materials .

Thanks and Regards

Ajaya Mahato

Project co-ordinator

Principal

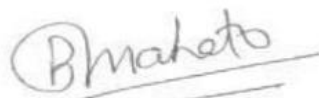
Dr. Hari Prasad Kandel

Bhimodaya Secondary School

Kalika Municipality-5, Chitwan

Letter of Confirmation from Museum

Regd. No.: D.A.O. 41-2063/064

थारु सांस्कृतिक संग्रहालय तथा अनुसन्धान केन्द्र
Tharu Cultural Museum and Research Center

Invoice No.:
Ref.:

Date: 04 Sept 2021

जो जससंग सम्बन्ध छ ।

प्रस्तुत विषयका सम्बन्धमा श्री भीमोदय नमुना माध्यमिक विद्यालय, कालिका नगरपालिका ५, चितवनमा सञ्चालनमा रहेको ब्रिटिस काउन्सिल अन्तर्गतको International School Award (ISA) अन्तर्गतको Cultural Project - "Tharu's Spinning Sticks" को कोर समूहले १७ जनावरी २०२१ मा यस थारु सांस्कृतिक संग्रहालयको अन्तक्रियात्मक अध्ययन, अवलोकन भ्रमण गरेको कुरा प्रमाणित गर्दछु ।

B Mahato

....

अध्यक्ष

थारु सांस्कृतिक संग्रहालय तथा अनुसान्धान केन्द्र

रत्ननगर नगरपालिका ६, बछौली, चितवन

Students Evaluation

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan
Evaluation Sheet
on
Tharu's spinning sticks
[International School Award (ISA)]
British Council

A+

Name : Rijana Baraili
Class : 11

Q.No.1. Name the instruments (materials) which you ~~which~~ use to dance.
→ Matha, Hasuli, chakati, Mantika, Choti, Godhula, thaili etc.

Q.2. Choose the correct one.
@ Name of the school ~~with~~ with which you collaborated.
(i) Govt. Girls elementary school, Pakistan ☑
(ii) Horizon Public school, Pakistan ☐
(iii) Govt. Elementary school, Pakistan ☐
(iv) The city school, Pakistan ☐

Q.3. On which occasion is this dance performed?
→ Jitiya and Holi (phagu purnima)

Q.4. What things did you learn during collaboration with your international partner school?
→ 1) Their customs.
2) Their festivals and ~~customs~~ culture.
3) Their daily household goals.
4) Bhangda dance etc.

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan
Evaluation Sheet
on
Tharu's spinning sticks
[International School Award (ISA)]
British Council

A

Name : Nisha Mahato
Class : 9

Q.No.1. Name the instruments (materials) which you ~~which~~ use to dance.
→ Matha, Hasuli, Chakati, Mantika, Choti, Godhula, thaili etc.

Q.2. Choose the correct one.
@ Name of the school ~~with~~ with which you collaborated.
(i) Govt. Girls elementary school, Pakistan ☑
(ii) Horizon Public school, Pakistan ☐
(iii) Govt. Elementary school, Pakistan ☐
(iv) The city school, Pakistan ☐

Q.3. On which occasion is this dance performed?
→ Jitiya and Holi (Phagu Purnima)

Q.4. What things did you learn during collaboration with your international partner school?
→ - Their customs
- Their festials and culture
- Their daily household goods
- Bhangda dance etc.

Students Evaluation

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan
Evaluation Sheet
on
Tharu's spinning sticks
[International School Award (ISA)]
British Council

A

Name : Neharika Chaudhary
Class : 9 (Nine)

Q.No.1 Name the instruments (materials) which you use to dance.
→ matha, Hasuli, chakati, mantika, choti, Godhula, thaili etc.

Q.2. Choose the correct one.
ⓐ Name of the school with which you collaborated.
(i) Govt. Girls elementary school, Pakistan ☑
(ii) Horizon Public School, Pakistan ☐
(iii) Govt. Elementary School, Pakistan ☐
(iv) The city School, Pakistan ☐

Q.3. On which occassion is this dance performed?
→ Jitiya, Holi (Phagu Purnima)

Q.4. What things did you learn during collaboration with your international partner school?
→ (i) their custums
(ii) their festival and cultural
(iii) their daily household goods
(iv) Bhangda dance

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan
Evaluation Sheet
on
Tharu's spinning sticks
[International School Award (ISA)]
British Council

A

Name : sima mahato
Class : 11

Q.No.1 Name the instruments (materials) which you use to dance.
→ matha, Hasuli, chakati, mantik, choti, Godhula thaili etc

Q.2. Choose the correct one.
ⓐ Name of the school with which you collaborated.
(i) Govt. Girls elementary school, Pakistan ☑
(ii) Horizon Public School, Pakistan ☐
(iii) Govt. Elementary School, Pakistan ☐
(iv) The city School, Pakistan ☐

Q.3. On which occassion is this dance performed?
→ Jitiya and Holi (Phagu Purnima)

Q.4. What things did you learn during collaboration with your international partner school?
→ - Their custums
- Their festivals & culture
- Their daily household goods.
- Bhangda dance etc

BC Evaluation Forms

ISA Teacher Evaluation Form

No of activity		Title of activity	Tharu's Spinning Sticks.
Your name	Ajaya Mahato		

What impact has this activity had on the pupils involved (at your school or in your local community)?

They show disciplinary learning about the culture & the dance.

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

They became interested on the cultural show.

Comment on the impact this activity has had on the school generally.

We became successful on establishing remarkable relationship with the local tharu leaders on linking the cultural on learing & professionalism in future.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

The best (most effective) part of ~~my~~ this activity is to learn about the culture & enjoy the dance performance.

The least effective part is to observe the pupil on being unable to learn the dance because of being beaten by sticks.

ISA Visitor Evaluation Form

No of activity	3	Title of activity	Tharus Spinning sticks.
Your name	Sahadev Mahato		

Please comment on the impact this activity has had on the pupils involved.

Entertaining. It gives a scope to professionalism.

Please comment on the impact this activity has had on you.

It reflects the dancing culture of the Tharus.

Please comment on the impact this activity has had on the school generally.

It shows the possibilities of learning from our surrounding resources rather than reading books only.

If you have any suggestions for how to improve this activity, please comment here.

BC Evaluation Forms

ISA Pupil Evaluation Form

No of activity	3	Title of activity	Tharus spinning sticks
Your name	Nisha Mahato		
Your age	16		
Class	10		

What have you enjoyed most about this activity? What did you like best?

I enjoyed the field visit, preparation of dancing materials and dancing

What new ideas or information have you learned from this activity?

I learnt lots about the dance and its history and its professional scopes

What have you enjoyed least or encountered difficulty with?

'I felt difficulty on learning how to perform dance

What would you like to change if you did this activity again?

I would like to make different questionnaira in order to visit an expert of the dance and rituals

ISA Parent/ Guardian Activity Evaluation Form

No of activity	2	Title of activity	Tharu's Spinning Stick
Your name	Sabitri Bhattarai		
Your child's name	Salokya Bhattarai		
Class	10		

Please comment on the impact this activity has had on your child and in your local community.

He knows about the Tharu culture and the unique dance of Tharu community i.e Tharu's Spinning stick.

If you have been directly involved in this activity what impact did it have on you?

I also learn the unique culture of Tharu community and may enjoy dancing with Tharu children.

Any other comments? You may like to mention how this activity can be improved in future

If we can enhibit using mass media then, people may be aware about unquie dance i.e Tharu's spinning stick and can help in the preservation of such folk dance.

Self Reflection of the ISA Project

"Tharu's Spinning Sticks"

I am very glad to be a part of International School Award launched by British Council. It was completely new concept for me just after being elected as project coordinator by School Management Committee. I was guided by our honorable principal and ISA coordinator to select a project.

After selection of project title on cultural activities of local THARU people, it was quite challenging to conduct various activities regarding the connection between culture and learning of students by satisfying the six core skills. First of all a core team of students was formed and they were oriented about all the activities which are to be conducted. We had done field visit to local cultural museum and learn about the culture and it's history, occasion when these cultures are performed. Then after the students were involved in the preparation of dance materials needed during dance. They learnt the warm-up sessions for dance everyday after school hour. Finally they became ready to collaborate with the international partner.

It was quite difficult to find an international partner school although we collaborated with international partner schools form Pakistan; Govt. Girls Elementary School, Chiniot Pakistan. We shared our cultural norms and traditions with each other through video conference on Zoom and WhatsApp. It was very interesting.

Finally, after being involved in this project and after its completion, it was revealed that this culture should be conserved and passed to upcoming generation for sustainable cities and communities.

Thank You!

Mr. Ajaya Mahato

Thank you

INTERNATIONAL SCHOOL AWARD 2020-21

Project Title : Slow Sand Gravity Filtration

Project Head- Ganesh Paudel
ISA Co-Ordinator - Indranath Paudel

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan, Nepal

Project Summary

The slow sand gravity filtration project is about the purification of water using the locally available materials such as beds of granular. The granular behaves as a filter inside the system where water is passed from the top and it passes through. Filtration may help in removing colour, order, turbidity and some pathogenic bacteria from water. In gravity filters, the head required to flow through sand will be provided by the head of water over the sand medium. Slow sand filter removes a larger percentage of impurities.

The filtration system was established by the students which intended to empower knowledge and skill. From this project students have increased their understanding experimentally. This project was started from 18th Dec 2020 to 10th Oct 2021. And the project was supported by the British Council.

Action Plan No. 4

Project 3	Slow Sand Filtration The project Slow Sand Filtration is a development of filter consisting of the locally available materials namely hey, sand, and gravel. This filter filters the suspended particles from the contaminated water and makes it pure to drink. The process involved in the filtration is application of cohesive and adhesive forces between the suspended particles in water and materials used in the filter. Use of these forces ensures the purification of the water. It can be locally developed with the participation of students and teachers. As students involve directly in the project, it helps to develop empirical knowledge and skill in the students throughout the process and consolidate their learning.
Type:	Collaborative project with an in-country partner with international dimension.
SDG focus:	SDG No.4 Quality Education SDG No. 6 Clean Water and Sanitation. SDG No. 3 Good Health and Well-being.
Learning Outcomes	At the end of the project the students will be able to:- • Able to build the filter and explain the fundamental principle and process involved in. • Compare & contrast different filtration process involved in water purification methods. • Tell the importance of clean water and sanitation in their daily life.
Activities	❖ Orientation is provided to students about the project with class 8 & 9 students of both schools. ❖ Videos are shown as how water is purified to both school students ❖ Our students will show the partner school students to prepare the filtration to filter the water. ❖ Students are divided into different groups & they will prepare posters of different water purification process from slow sand filtration to modern water purifiers. ❖ They will construct slow sand filtration plant. ❖ Both school students will watch videos of different methods of water purification system & compare it with the one used in the school. ❖ They will then try to use at least one method in their school to purify water and share with partner school students. ❖ Group discussion will be held between both school students about the importance of clean water and sanitation in their daily life. ❖ Finally, the filter is developed by both school students. ❖ Students will demonstrate it in School's AGM programme.

Action Plan No. 4 (Cont.)

Duration of activity	Mid February 2020 to September 2021				
Classes / no. of pupils involved	Class	6	7	8	10
	No. of Students	10	20	20	20
Countries covered	Nepal & Canada				
Subjects covered with curriculum link	Science & Environment Health : 1) Mixture of grade 7 2) Separation of mixture 8 3) Mixture of grade 10				
Teachers responsible	Ganesh Paudel , Motilal Giri, Ajay Mahato, & Shankar Ghimire				
Evaluation methods	• Demonstration of water filter activity • Video of Student presentation of filtration methods • Construction of Slow Sand Filtration Plant • Students Evaluation • Photographs • BC Evaluation Form				
Evidences	❖ Pictures ❖ Demo Videos ❖ Student Reports from both partner schools ❖ News Report ❖ BC Evaluation form ❖ Appreciation and Feedback Letter from Partner School ❖ Circulars				

Activity Cover Sheet

School Name: Shree Bhimodaya Secondary School

Title of Activity:	Slow Sand Filtration			
Teacher responsible:	Mr. Ganesh Paudel			
Other staff Involved:	Subash Bidari & Ajay Mahato			
Subjects Involved:	Science & Environment Health			
Brief details of The aim, content and outcomes of the activity	Activities: 1. Orientation about the project. 2. Formation of the committee. 3. Demonstration of charcoal filtration in assembly. 4. Identification and gathering of materials required for the making the filter. 5. Collaboration with public partner school. 6. Preparation of filtration plant in school			
	Outcomes: 1. Students happily involved in the formation of committee. 2. Students successfully demonstrated the charcoal filter system in assembly. 3. Students have developed the knowledge and skill on the particular project. 4. Students identified and gathered the materials themselves. 5. The project has used no cost material/locally available materials.			
Partner schools names.	Chitrawan Secondary School Kalika -4 Chitwan Nepal			
Period of the activity:	January to April 2020			
Number of pupils	39 pupils			
Age of pupils involved	14-18 years			
Copies of evidence included:	• Videos, Meeting pictures • Minuting (copy) • Photographs • BC evaluation forms			
Number and type of evaluation forms included	Pupil	Teacher	Parent	Visitor
	1	1	1	1

Partnership Form

My School

Your School name	Shree Bhimodaya Model Secondary School, Kalika - 5 Chitwan, Nepal
Your School's reference number	

Details	
Your Name	Mr. Ganesh Paudel
Your role	Project Coordinator
School address	Kalika -5 Chitwan, Nepal
Email	
Contact number	
Head Name	
Head contact Number	
Total no of students	39
Types of interaction	School visit and displaying slow sand filtration (Bottle Filtration)
My activity to be shared	

Partner School

Your School name	Chitrawan Secondary School, Kalika - 4 Chitwan, Nepal
Your School's reference number	

Details	
Your Name	Mr. Amit Bhashal
Your role	Science Teacher
School address	Chitrawan Secondary School
Email	chitrawanschool@gmail.com
Contact number	9855080333(Principal)
Head Name	
Head contact Number	
Total no of students	16
Types of interaction	School visit and displaying slow sand filtration (Bottle Filtration)
your activity to be shared	Reciprocal visit by teacher and students

Meeting's Minutes

Date |
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BHIMODAYA MODEL SECONDARY SCHOOL
Kalika-5, Chitwan

International School Award, British Council

Date: 18th Dec. 2020

Chairperson :- ISA Co-ordinator : Indranath Paudel
Presence :- ISA member : Shiva Prasad Sapkota
:- Project Head : Ganesh Paudel
: Facilitators : Prakash Sharma
: Suman Paudel

Venue : Bhimodaya Model Secondary School, Conference Hall

Agenda:
i. Discussion about this project (Slow sand filtration)
ii. Nomination of boys and girls leaders of this project from class 6 to 10.

Attendees:

No.	Name	Class	Signature
1.	Alisha Tamang	10 D	
2.	Rimand Adhikari	10 D	
3.	Manju Adhikari	10 D	Manju
4.	Sachin Paudel	10 C	
5.	Subash Neupane	10 C	
6.	Samikshya Chaudhary	10 C	Samiksha
7.	Alijma Chaudhary	10 C	Alizma
8.	Anish Karki	10 B	
9.	Aashish Subedi	10 B	
10.	Asmita Pariyar	10 A	
11.	Akhil Yonjan	10 A	
12.	Amisha Shrestha	9 A	Amisha

Date |
Page | 2

No.	Name	Class	Signature
13.	Pradip B.K.	9 A	Pardip
14.	Ankita Mahato	9 A	Ankita
15.	Ritu Bomjan	9 A	Ritu Bomjan
16.	Samjhana Tamang	9 B	
17.	Sajan Pariyar	9 B	
18.	Bibisha Sharma	9 D	
19.	Sujata Bhattarai	9 D	
20.	R.N. Chaudhary	9 D	Aryan Chaudhary
21.	Samir Mahato	9 D	
22.	Ganesh Paudel	9 E	
23.	Suyog Bhattarai	9 E	
24.	Suman Adhikari	9 E	Suman
25.	Sanjay Tamang	9 C	
26.	Biposha Shrestha	9 C	
27.	Sangita Gurung	9 C	Sangita
28.	Puja Bhandari	9 C	Puja
29.	Rojan Thapa	8 A	
30.	Niru Tamang	8 A	
31.	Nischal Basnet	8 B	Anchal
32.	Prabesh Pokhrel	8 B	
33.	Shristi Nepal	6	
34.	Subarna Raj Regmi	8 B	Subarna
35.	Abinandan Dhakal	6	
36.	Ajay Tamang	7 B	Ajay
37.	Sita Thapa	7 B	
38.	Pabin Koirala	7 A	
39.	Sushma Tamang	7 A	
40.	Pi		

After setting student members of different classes for this project, agendas were discussed and come to the conclusion as follows.

Meeting's Minutes

International School Award, British Council

Chairperson :- ISA co-ordinator : Indranath Paudel
Presence :- ISA member : Shiva Prasad Sapkota
:- Project Head : Ganesh Paudel
:- Facilitator : Suman Paudel

Venue :- Bhimodaya Model Secondary School, School assembly
Date :- 24 Dec, 2020

Agenda :
i : Preparation of activated charcoal
ii : Presentation of slow sand filtration in the school assembly by attendees.

Attendees:
1. Alisha Tamang
2. ~~Rimani Adhikari~~
3. Manju Adhikari
4. Sachin Paudel
5. Subash Neupane
6. Somikshya Chaudhary
7. Alijma Chaudhary
8. Anish Karki
9. Aashish Subedi Shishir Sunuwar
10. Asmita Pariyar
11. Akhil Yonjan
12. Amisha Shrestha
13. Pradip B.K.
14. Ankita Mahato
15. Ritu Bomjan
16. Samjhana Tamang
17. Sajan ~~Pariyar~~ Thapaliya
18. ~~Ashish Shrestha~~ Sharma
19. Sujata Bhattarai
20. R.N. Chaudhary
21. Samir Mahato
22. Ganesh Paudel
23. Suyog Bhattarai
24. Suman Adhikari
25. Sanjay Tamang
26. Bipasha Shrestha
27. Sangita Gurung
28. Puja Bhandari
29. Rojan Thapa
30. Niru Tamang
31. Anchal Barnet
32. Prabesh Pokhrel
33. Shristi Nepal
34. Subarna Raj Regmi
35. Abhinandan Dhakal
36. Ajay Tamang
37. Sita Thapa
38. Pabin Koirala
39. Susma Tamang

After setting students members of different classes for this project, agenda were discussed, concluded and presented in the school assembly.

Decision 1 : Selected students prepared activated charcoal. They showed the ways to prepare it in the school assembly.

Decision 2 : Selected students presented the slow sand filtration method adopting various steps in the school assembly. At last, they drank the purified water to prove this method.

Before orientation motivation for students about slow sand filtration project

Orientation for students on slow sand filtration process

Demonstration to students based on filtration (purification of water by using activated charcoal)

Demonstration to students based on filtration (purification of water by using activated charcoal)

Student's briefing after demonstration from teacher (purification of water by using activated charcoal)

Students are preparing the activated charcoal for the demonstration of filtration of water in the school assembly.

Students are presented the slow sand filtration method (By using activated charcoal) adopting various steps in the school assembly

Students are ready for collaboration with Chitrawan Boarding School

Students are presenting the slow sand filtration method (By using activated charcoal) adopting various steps with Chitrawan Boarding School

Students response from the side of partnership schools students after the demonstration of filtration project.

Teachers response from the side of partnership school after the demonstration of filtration project.

After the demonstration group picture with students and principal of public-private school.

For making the filtration system tank, granular, plastics pieces, pipes, etc. by the students with support of project head. The required materials were collected from the schools premises and some were brought from the students themselves from their house.

Students are making holes on pipes for the preparation of plant of slow sand filter.

Students are fitting pipes for the preparation of plant of slow sand filter.

Students are preparing the final stage of waring of the plant

Students are preparing the final stage of waring of the plant before installing on filtration tank

Students ore constructing the reservation tank for the instalment on slow sand filtration plant.

Students are Installing the final phase of plant of the slow sand filtration system.

Students are Installing the final phase of plant of the slow sand filtration system.

Displaying Cards by students of both partnership school in front of slow sand filter plant on the topic of importance of clean water and sanitation

Group Photo of Project Heads in Banner

Project Head with Students in Banner

News Report Published in the Newspaper

पदमपुरको भीमोदय नमूना माविमा एक दिवसिय होल स्कूल एप्रोच तालिम

Kalika Dainik

चितवन । भीमोदय नमूना माविमा ब्रिटिश काउन्सिलको प्राबिधिक सहयोगमा होल स्कूल एप्रोच तालिम कार्यक्रम सम्पन्न भएको छ ।
देशभरका १२१ बिद्यालय मध्ये कालिका नगरपालिकाको भीमोदय नमूना मावि पनि ब्रिटिश काउन्शिलमा छनोट भएको छ । आज कालिका – १ स्थित आप्पा ब्याङ्केटको सभा हलमा भीमोदय नमूना माविले आफ्नो बिद्यालयको पठन पाठन नयाँ शैलीमा संचालन गर्न विद्यालयका ५४ जना शिक्षक/कर्मचारीहरुलाई एक दिवसिय प्रशिक्षण दिएको छ। बिद्यालयले अब निकट समयमा बेलायतको सरकारी बिद्यालय संग सिकाइमा साझेदारी कार्यक्रम संचालन गर्नेछ । बिद्यार्थी र शिक्षकहरु बीच अन्तरदेशीय रुपमा विभिन्न कुराहरुमा सहकार्य हुनेछ । बिद्यालयले आइएसए (ISA) सर्टिफिकेट प्राप्त गर्नका लागि यो वर्ष आबेदन गरेको छ ।

विद्यालयको आफ्नै आयोजनामा तालिम सम्पन्न भएको हो ।तालिम उद्घाटन कार्यक्रमको प्रमूख अतिथि शिक्षा बिकाश तथा समन्वय प्रमूख भूमिलाल सुबेदी रहनु भएको थियो भने अध्यक्षता बिब्यस अध्यक्ष अमृत श्रेष्ठले गर्नु भएको थियो । बिहान ८।३० बजे देखि बेलुका ६ बजे सम्म तालिम संचालन भएको थियो । ब्रिटिश काउन्शिलका बरिष्ट प्रशिक्षक प्राध्यापक तिर्थ कंडेलले प्रशिक्षण दिनु भएको थियो । तालिमको अन्तमा सहभागी सबैलाई प्रमाणपत्र वितरण गरिएको थियो । तालिम वाट सबै शिक्षक कर्मचारीहरु उत्साहित देखिनु भएको छ । अब भीमोदय माविको पठन पाठन ब्रिटिश काउन्शिलको अन्तराष्ट्रिय पद्दतिमा संचालन हुने कुरा प्रधानाध्यापक डा हरिप्रसाद कंडेलले बताउनु भयो । यसै बर्ष देखि स्टाफ नर्स , संगीत शिक्षक र खेल शिक्षकको समेत व्यवस्था गरिएकोले बिद्यालयको अतिरक्त क्रियाकलाप अझ व्यवस्थित हुने कुरा समेत बताउनु भएको थियो ।

ताजा अपडेट

एमालेले विचार, व्यवहार र आचरणको हिसाबले देशलाई मार्गदर्शन गर्छः अध्यक्ष ओली

नेकपा एमाले रत्ननगर-१० को अध्यक्षमा एकबहादुर जिसी चयन

देउखुरीमा टाटा सुमो दुर्घटना हुँदा नौ जना घाइते

वाग्मती सफाइ महाअभियान ४ सय ४१ औं हप्तामा

नेकपा एमाले भरतपुर महानगरको सचिवमा अबिन घिमिरेको उम्मेदवारी घोषणा

नेकपा एमाले कालिका वडा नं.६ को अध्यक्षमा होमबहादुर गुरुङ चयन

६ कार्तिक २०७८, शनिबार

भीमोदय नमूना माविमा अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न

admin December 28th, 2019

चितवन, कालिका नगरपालिका-५ स्थित भीमोदय नमूना माविमा यू.के.एड द्वारा प्रदान गरिने बिद्यालयको गुणस्तर सम्बन्धि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न भएको छ । बिद्यालय ब्यबस्थापन समितिका अध्यक्षतामा सम्पूर्ण शिक्षक, कर्मचारी, बि.व्य.स. पदाधिकारी र शिक्षक अभिभावक संघ बीच शैक्षिक गुणस्तर सम्बन्धमा ब्यापक अन्तरक्रिया गरिएको थियो । कार्यक्रममा ISA कोर्डिनेटर शिक्षक इन्द्रनाथ पौडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का सम्बन्धमा बिषय प्रवेश गराउनुभएको थियो । बिद्यालयका प्रधानाध्यापक डा. हरिप्रसाद कंडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का लागि बिद्यालयले संचालन गर्नु पर्ने ७ ओटा प्रोजेक्टहरु, त्यसका मापदण्डहरु, अवसर र चुनौतिहरु माथि प्रकाश पार्नु भएको थियो । २०२०-२१ का लागि भीमोदय नमूना मावि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA)को प्रतिस्प्रधामा सहभागी हुदैछ । कार्यक्रममा शिक्षकहरुले आ-आफ्नो जिज्ञासाहरु राख्नुभएको थियो । कार्यक्रममा अमृत श्रेष्ठ र उत्तरकुमार अधिकारीले मन्तब्य राख्नु भएको थियो । छलफल पछि प्रधानाध्यापकको नेतृत्वमा १० सदस्सीय ISA व्यवस्थापन तथा कार्यान्वयन समिति गठन भएकोछ ।

बिद्यालयमा सचालन गर्ने प्रोज्रक्टहरुका लागि ८ जना प्रोजेक्ट हेडहरु छनोट गरिएको छ । आगामी जनवरी १९ भित्र विद्यालायाले ती प्रोजेक्टकोको एक्सन प्लान ब्रिटिश काउन्शिलमा बुझाउनेछ । बिद्यालयले विदेश स्थित ३ ओटा बिद्यालयहरु र एउटा स्थानिय संस्थागत विद्यालय संग पार्टनरसीप प्रोग्राममा कोलाबोरेसन गर्ने छ । एकओटा स्थानिय पाठ्यक्रमा आधारित प्रोजेक्ट, एउटा भाषा सिकाइ सम्बन्धि प्रोजेक्ट र अन्य दुई ईनस्कूल प्रोजेक्टहरु संचालन गर्नेछ । अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) कार्यक्रम संगै भीमोदयका स्टाफ र बिद्यार्थीहरु बेलायतमा गएर प्रोफेशनल डेभलपमेन्टको शेयारिंग गर्ने अवसर प्राप्त गर्नेछन । त्यसै गरि बिदेशी शिक्षक र बिद्यार्थीहरु भीमोदयमा आउने र संगै सिकाइ गर्ने मौका मिल्नेछ । यसवाट भीमोदय माविको ख्याति अन्तराष्ट्रिय स्तरमा बढ्नेछ । यो अवार्ड प्राप्त गर्न १२ महिनाको अवधिमा अघि भनिएका प्रोजेक्टहरुको सफल संचालन हुनु पर्नेछ । ब्रिटिश काउन्शिलले सहजीकरण तथा मुल्यांकन गर्नका लागि भीमोदय माविमा स्कूल एम्बेसडर तोक्ने छ । प्रस्तावित सबै प्रोजेक्टहरु बिद्यार्थीहरुले लीड गर्ने छन् । सबै उमेर र तहका ७५ % भन्दा बढी बिद्यार्थीहरु प्रत्यक्ष रुपमा प्रोजेक्ट कार्यमा सहभागी हुनु पर्नेछ । प्रोजेक्टहरुले ८० % कन्टेन्ट कभरेज गर्नुका साथै एसडीजी गोल संग लिंक भएको हुनु पर्नेछ । सबै प्रोजेक्टमा ईण्टरनेसनल डाइमेन्सन हुनु पर्दछ । यस कार्यक्रमले भीमोदय माविको पठनपाठन युके बिद्यालय मोडेलमा संचालन गर्न गराउन बाध्य बनाउनेछ । यसले गर्दा बिद्यार्थीहरु ग्लोबली ट्यालेन्ट हुने अवसर निर्माण हुने छ ।

ताजा समाचार

News Report Published in the Newspaper

khabareducation.com/9652/?fbclid=IwAR3usAHy7khGGeBSIR9IlqMhekbkEICn4V1AHiikTLwKgXE4OZT2VjlccZs

समाचार कलेज स्कुल अब्रोड रिजल्ट कला खेलकुद विचार अन्तर्वार्ता करियर ENGLISH

भर्खरको समाचार / समाचार

भीमोदय नमूना माविको ऐतिहासिक इन्टरनेशनल स्कूल अवार्डको यात्रा

६ दिन अगाडि

यस्तै गरि In- School Project अन्तर्गत विद्यालमा शन्तोष भण्डारी सरको नेतृत्वमा स्कूल सँगै कमाई गर्ने कार्यक्रम च्याउ खेतिको "Room Room any Room for Mushroom!" शीर्षकको प्रोजेक्ट र किशोर श्रेष्ठ सरको नेतृत्वमा हरियाली बिद्यालय हाता बिकास गर्न "Our School, An Eco-friendly School" शिर्षकको प्रोजेक्टमा बिद्यार्थी सहभागितामा बिबिन्न क्रियाकलाफारू संचालन गरेको छ ।

त्यसैगरि 20% Local Curriculum project अन्तर्गत सुबास बिडारी सरको नेतृत्वमा कक्षा ४ र ५ को लागि "कृषि व्यवसाय–केरा खेती" नामको स्थानीय पाठ्यक्रम निर्माण गरि शिक्षण गरिएको छ । Public Private Partnership project अन्तर्गत बिज्ञान शिक्षक गणेश पौडेल सरको नेतृत्वमा स्थानीय संस्थागत बिद्यालय चितवन आवासीय मावि सँग "**Slow SandFiltration**" शिर्षकको प्रोजेक्टमा क्रियाकलापहरू गरिएको छ । विद्यालयले माया लोहनीको नेतृत्वमा ISA मा तल्ला कक्षाहरुको सहभागिता सुनिस्चित गर्न अंग्रेजी भाषा प्रवर्दन गर्ने उदेश्यले अतिरिक्त प्रोजेक्ट अन्तर्गत"Nepalese Students and English Language" शिर्षकमा भाषा सिकाइको क्रियाकलापहरु संचालन गरेको अवस्था छ ।

यी सबै प्रोजेक्टहरुको संचालनमा शिक्षक इन्द्रनाथ पौडेलले ISA –Coordinator को रुपमा महत्वपूर्ण भूमिका निर्वाह गर्नु भएको छ । सबै प्रोजेक्टहरुमा पाठ्यक्रम केन्द्रित क्रियाकलाप,पार्टनर स्कूलहरु सङ्ग सहक्रियाकलाप,दिगो बिकासका लक्ष्यहरूको कार्यान्वयन,शिक्षकहरुको निरन्तर पेशागत विकास,पाठ्यक्रमको अधिकांस क्षेत्रको प्रतिनिधित्व,सबै उमेर र कक्षाका विद्यार्थीहरुको सहभागिता र वर्षभरि नै किर्याकलाप गर्ने मुख्य लक्ष्य रहेको छ ।

पछिल्लो समय सामुदायिक विद्यालय भए पनि भीमोदय नमूना माविले विद्यालयलाई विद्यार्थी केन्द्रित सिकाइमा जोड दिने नीति अवलम्वन गरेको छ । यहि कारणले हालका दिनहरुमा विद्यालयमा अभिभावक र विद्यार्थीको आकर्षण बढ्दो अवस्थामा पुगेको छ । विद्यालयको वर्तमान प्रधानाध्यापक डा.हरिप्रसाद कंडेल र उँहाको टिम विद्यालयमा सिकाइको नयाँ आयाम भित्राउन निरन्तर लागि परिरहेको कुरा त्यहाका अभिभावकहरु खुसि साथ वाताउँछन । विद्यलाका प्रधानाध्यापक डा.हरिप्रसाद कंडेलका अनुसार आगामी महिना विद्यालयले इन्टरनेशनल स्कूल अवार्डको प्रमाण पत्र प्राप्त गर्ने छ । यस संगै वेलायतका बिद्यालयहरु संग भीमोदयले सहकार्य गर्ने अवसरको ढोका खुल्ने छ ।

चितवनको कालिका नगरपालिकामा रहेको सामुदायिक मावि भीमोदय नमुना माध्यमिक विद्यालयले पनि यो वर्षको अक्टुवर महिनामा इन्टरनेशनल स्कूल अवार्ड पाउने दौडको अन्तिम चरणमा रहेको छ । विद्यालयले २०७६ मङ्सिर देखि नै यसका लागि प्रोजेक्ट छनोट, प्रोजेक्ट कोर्डिनेटरहरुको नियुक्ति, विद्यार्थी समुहहरुको निर्माण, ओरिन्टेसन तथा शिक्षक तालिम, international partner स्कूलहरुको खोजि एवं विभिन्न ८ ओटा प्रोजेक्टहरु सँग सम्बन्धित क्रियाकलापहरु संचालन गर्दै आएको छ । यसको लागि काठमाण्डौ स्थित व्रिटिश काउन्सिलले school ambassador को रुपमा उर्वशी खड्का,क्षेत्रीलाइ फेसिलेटर एवं समन्वयकर्ताको जिमेवारी तोकेको छ । यस अघि बिभिन्न चरणमा व्रिटिटिश काउन्सिलले प्रअ र ISA कोर्डिनेटर शिक्षकलाई यस सम्बन्धमा काठमाण्डौ स्थित पार्क होटेलको ज्ञान रिसर्च केन्द्रमा तालिम प्रदान गरेको थियो ।

विद्यालयले यादव न्यौपाने सरको नेतृत्वमाinternational Collaborative projects अन्तर्गत ताइवानको TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL सँग नेपालको एक सिंगे गैंडा संरक्षणको "SAVE ME,I AM IN DANGER" शिर्षकको प्रोजेक्ट, सावित्री भट्राई मेडमको नेतृत्वमा स्थानीय बोटे जातिका महिला शसक्तिकरणका लागी" WHAT A FAULT BEING A DAUGHTER ? " शिर्षकको प्रोजेक्टमा दिल्ली स्थित PINEWOOD SCHOOL सँग र अजय महतो सरको नेतृत्वमा पाकिस्तान स्थित GOVT GIRLS ELEMENTARI SCHOOL सङ्ग स्थानीय थारु संस्कृति सँग सम्बन्धित "THARU SPINING STICKS " प्रोजेक्ट शिर्षकमा सहक्रियाकलाफारू संचालन गरेको छ ।

खोज्नुहोस्

Circulation for Parents

SHREE BHIMODAYA MODEL SECONDARY SCHOOL

KALIKA-5, CHITWAN

Date: 19th Jan. 2020

Dear parents

This is to notify that we are going to demonstrate Slow Sand Filter Project under British Council's International School Award. We request you to permit your child and prepare your child.

Thanks and Regards

Ganesh Paudel
Project Co-ordinator

Principal

Students Feedback

18th March, 2021

British Council

I am Sanjog Tamang from Shree Bhimodaya Secondary School. I study in grade 8'A'. I involved in the ISA project "Slow sand filtration" in collaboration with Chitrawan Boarding school. During this project we learned about the methods of purifying the quantiminated water by different steps or process and we enjoyed also after the demonstrating that. I learned about the importance of clean water and sanitation in our daily life everyday.

I am thankful to the British Council and our school to provide me this oppurtunity for the participation in this ISA project.

Thank you!
Sanjog Tamang
Class 8'A'

To,
The Principal and project co-ordinator
Bhimodaya higher secondary school.
Kalika-5, Chitwan

Dear Sir,
We students of chitrawan Secondary school be feel very happy and proud to involve in the project work organized by your school. In this project we learn about slow sand purification practically and theorifically. In this project first we were been demostrated the micro form of the filtration plant made by small plastic bottle, some pebbles and charcoal. Then after we visited your school to observe the main filteration plant. After observing the plant we students of chitrawan secondary school be very proud. Finally, we are very thankful for your school and the team who involve in this project work.

Thank you

your sincerly
Students of chitrawan School

Name
1. Ashutosh Acharya
2. Ananta Blon
3. Binod Mahato
4. Nischal Thapa
5. Sirjana chaudharly
6. Anuska Shahi
7. Sehena Malla
8. Bibika Rimal

Letter of appreciation and feedback from partner school

Learning Today, Leading Tomorrow

CHITRAWAN SECONDARY SCHOOL

चित्रवन माध्यमिक विद्यालय

Kalika-4, Chitwan (Nepal) | कालिका-४, चितवन (नेपाल)

Estd.: 2060 B.S. (2003 A.D.)

Ref. No.: Date: 20th JAN 2020

Dear Principal

Mr. Dr. Hari Prasad Kandel

Bhimodaya Secondary School

Kalika- 5, Chitwan

Nepal

Subject: Feedback

We appreciate your students as they demonstrated slowsand filtration to our students which looks very effective and practical. The project was demonstrated with full of devotion and interest which was reflected in their work. Their combined effort was really praiseworthy.

We appreciate to ISA coordinator Indra Nath Poudel.

Our Public-Private collaboration is very much informative to the students.

All the best.

ISA Coordinator: Indra Nath Poudel

ISA Project Coordinator: Ganesh Poudel

Principal

Laxmi Prasad Pokharel

CHITRAWAN SECONDARY SCHOOL

Kalika-4, Chitwan

Principal

E-mail: chitrawanschool@gmail.com

Website: www.chitrawanschool.edu.np | www.facebook.com/chitrawanschool

Learning Today, Leading Tomorrow

CHITRAWAN SECONDARY SCHOOL

चित्रवन माध्यमिक विद्यालय

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Estd.: 2060 B.S. (2003 A.D.)

Ref. No.: Date: 20th JAN 2020

Dear Principal

Mr. Dr. Hari Prasad Kandel

Bhimodaya Secondary School

Kalika- 5, Chitwan, Nepal

Subject: Letter of Appreciation

I would like to write the letter of appreciation for the activities demonstrated to our school i.e Slowsand filtration. The combined efforts of the students was very effective and their devotation and dedication was really appreciable.

Our students enjoyed and learnt practically about the Slowsand Filtration.

Thanks and Regards

ISA Coordinator: Indra Nath Poudel

ISA Project Coordinator: Ganesh Poudel

Principal

Principal

Laxmi Prasad Pokharel

CHITRAWAN SECONDARY SCHOOL

Kalika-4, Chitwan

E-mail: chitrawanschool@gmail.com

Website: www.chitrawanschool.edu.np | www.facebook.com/chitrawanschool

Students Evaluation

Shree Bhimodaya Model Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet

On

Slow-Sand Gravity Filtration

[International School Award (ISA)]

British Council

A

Name: - Prabesh Pokharel

Class: - 10

1) For slow sand filter the effective size of sand should be 0.15 mm - 0.35 mm

a) 0.15 mm -0.35 mm ✓

b) 0.6 mm -2.0 mm

c) 2.0mm-2.6mm

d) 2.6mm- 3.0mm

2) Water pollution is mainly caused by Human activities

a) Human activities ✓

b) Trees

c) Sea waves

d) Heavy rain

3) Where is the earth's water found?

a) Under the ground ✓

b) In lakes, rivers and oceans

c) In snow, rain, and ice

d) All of the above

4) Write any three advantages of slow sand filter.

- Simple to construct and operate
- Cost of construction in cheaper
- Physical, Biological and chemical quality of filtered water in very high.

Thank you

Shree Bhimodaya Model Secondary School

Kalika-5, Padampur, Chitwan

Evaluation Sheet

On

Slow-Sand Gravity Filtration

[International School Award (ISA)]

British Council

A

Name: - parag paudel

Class: - 8 'C'

1) For slow sand filter the effective size of sand should be 0.15 mm - 0.35 mm

a) 0.15 mm -0.35 mm ✓

b) 0.6 mm -2.0 mm

c) 2.0mm-2.6mm

d) 2.6mm- 3.0mm

2) Water pollution is mainly caused by human activities

a) Human activities ✓

b) Trees

c) Sea waves

d) Heavy rain

3) Where is the earth's water found?

a) Under the ground ✓

b) In lakes, rivers and oceans

c) In snow, rain, and ice

d) All of the above

4) Write any three advantages of slow sand filter.

- Simple to construct and operate.
- cost of construction is cheaper.
- physical, biological and chemical quality of filtered water is very high.

Thank you

Students Evaluation

Shree Bhimodaya Model Secondary School
Kalika-5, Padampur, Chitwan
Evaluation Sheet
On
Slow-Sand Gravity Filtration
[International School Award (ISA)]
British Council

A-

Name: - Homa yakha
Class: - 8 (C)

1) For slow sand filter the effective size of sand should be 0.15 mm - 0.35mm
a) 0.15 mm -0.35 mm
b) 0.6 mm -2.0 mm
c) 2.0mm-2.6mm
d) 2.6mm- 3.0mm

2) Water pollution is mainly caused by ..Human activities
a) Human activities
b) Trees
c) Sea waves
d) Heavy rain

3) Where is the earth's water found?
a) Under the ground
b) In lakes, rivers and oceans
c) In snow, rain, and ice
d) All of the above

4) Write any three advantages of slow sand filter.
- Simple to construct and operate
- Cost of construction is cheapers
- physical, Biological and chemical quality of filtered water is very high.

Thank you

Shree Bhimodaya Model Secondary School
Kalika-5, Padampur, Chitwan
Evaluation Sheet
On
Slow-Sand Gravity Filtration
[International School Award (ISA)]
British Council

A

Name: - Anita Tamang
Class: - 8

1) For slow sand filter the effective size of sand should be 0.15mm.......
a) 0.15 mm -0.35 mm
b) 0.6 mm -2.0 mm
c) 2.0mm-2.6mm
d) 2.6mm- 3.0mm

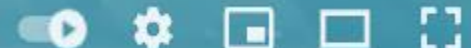
2) Water pollution is mainly caused by .Human activities
a) Human activities
b) Trees
c) Sea waves
d) Heavy rain

3) Where is the earth's water found?
a) Under the ground
b) In lakes, rivers and oceans
c) In snow, rain, and ice
d) All of the above

4) Write any three advantages of slow sand filter.
- simple to construct and operate
- cost of construction is cheapes
- physical, Biological and chemical quality of filtered water is very high.

Thank you

Video Links of the Entire Project Acitivities

Video 01 : https://youtu.be/t2WT8BFnI4M
Video 02 : https://youtu.be/NR3jqUjPOEc
Video 03 : https://youtu.be/u8ZShleOYMw
Video 04 : https://youtu.be/_HPcLXM3XS4
Video 05 : https://youtu.be/b_i8qNIeY_E
Video 06 : https://youtu.be/4Bdv1dHcFtw
Video 07 : https://youtu.be/_fJwtgTwidY
Video 08 : https://youtu.be/uFwZMby53tk
Video 09 : https://youtu.be/amoJMe4ruoI
Video 10 : https://youtu.be/3O3IMomVXrQ
Video 11 : https://youtu.be/VIizcd8YjX8

Activity Evaluation form by Parents and Students

ISA Parent/ Guardian Activity Evaluation Form

No of activity	1	Title of activity	Slow Sand filtration
Your name	Sabitri Bhattarai		
Your child's name	Salokya Bhattarai		
Class	10		

Please comment on the impact this activity has had on your child and in your local community.

He knows the way to filter impure water through slow sand filtration. He even makes aware to his family about this filtration process.

If you have been directly involved in this activity what impact did it have on you?

I can enjoy this project. I may be able to know the process of filtration

Any other comments? You may like to mention how this activity can be improved in future

To indulge every students to make them aware about filtration process. i.e Slow Sand filtration.

ISA Pupil Evaluation Form

No of activity		Title of activity	Slow Sand Filtration
Your name	Salokya Bhattarai		
Your age	15		
Class	10		

What have you enjoyed most about this activity? What did you like best?

I enjoy by the demonstration of slow sand filtration project.

What new ideas or information have you learned from this activity?

I learnt lots of ideas about the filtration method to remove the quantize particles from water.

What have you enjoyed least or encountered difficulty with?

I enjoyed while preparing the charcoal and slow sand filtration plant during the field work.

What would you like to change if you did this activity again?

I would like to make rapid filtration for regular use of slow sand plant.

Activity Evaluation form by Visitors and Teachers

ISA Visitor Evaluation Form

No of activity		Title of activity	Slow Sand filtration
Your name	Amit Bhushal		

Please comment on the impact this activity has had on the pupils involved.

Students developed deep understanding and teaching process become easy and effective.

Please comment on the impact this activity has had on you.

More time for the project head and students should be provided.

Please comment on the impact this activity has had on the school generally.

The combined efforts of the students was very effective and their devotation and dedication was appreciable.

If you have any suggestions for how to improve this activity, please comment here.

→ Students have developed the knowledge and skill on the particular project.
→ Motivation of students towards the project.

ISA Teacher Evaluation Form

No of activity	4	Title of activity	slow-sand filtration
Your name	Ganesh Poudel		

What impact has this activity had on the pupils involved (at your school or in your local community)?

Student became active in learning process. Student developed deep understanding. Teaching process become easy & effective.

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

More students should be involved in the such project.
More time for the project head & student should be provided.

Comment on the impact this activity has had on the school generally.

The ISA project which is being implemented in BMSS has been accomplished as per plan & a functional filtration system has been installed in the school premises.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

Effective part:
Students happily involved in the the formation of committee.
Students successfully demonstrated the charcol filter system.
least effective part:
School closure due to the pandemic, lack of funding.

Our School Bhimodaya Secondary School & Chitrawan Secondary School (ISA public-private partnership school)

Public - Private partnership with national partner Bhimodaya Secondary School & Chitrawan Secondary School

Bhimodaya Secondary Schools Project No. – 4 entitled “Slow Sand Filtration” collaborated with a private school, Chitrawan Secondary School, Kalika -4 Chitwan. These two school exchange their ideas under the given topic.

Principal
Dr. Hari Prasad Kandel
Bhimodaya Secondary School, Kalika -5 Chitwan

British Council organizer

Principal
Mr. Laxmi Prasad Pokhrel
Chitrawan Secondary School, Kalika -4 Chitwan

Self Reflection by Project Head

At first I would like to thank my school for believing me to be a part of an ISA project entitle 'Slow Sand Filtration' lunched by British Council and giving me such a great opportunity As a science teacher of Bhimodaya school, It's my great opportunity to share the knowledge and skill regarding the slow sand filtration project along with the students The project 'Slow Sand Filtration' is a development of filter consisting of the locally available materials namely hey, sand, and gravel This filter filters the suspended particles from the contaminated water and makes it pure to use.

The process involved in the filtration is application of cohesive and adhesive forces between the suspended particles in water and materials used in the filter Use of these forces ensure the purification of water It can be locally developed with the participation of students and teachers As students involve directly in the project, it helps to develop empirical knowledge and skill in the students throughout the process and consolidate their deeper learning Also it develops students power for six core skills Critical thinking problem solving, collaboration communication, citizenship, digital literacy, students leadership personal development, creativity imagination Throughout this project I am thankful to the students, teachers, parents as well as Chitrawan Boarding School family and school administration for all the help and coordination for completion of this project Again, I would like to acknowledge to our dynamic principal Dr. Hari Prasad Kandel and ISA co-ordinator Mr. Indranath Paudel for providing me such a great opportunity to lead and participate as a project coordinator of 'slow sand filtration' project .

Thank You!

Thank you

International School Award 2020-21

२०% स्थानीय पाठ्यक्रम परियोजना

भीमोदय सेरोफेरो - व्यवसायिक केरा खेती

Bhimodaya Secondary School

Kalika-5, Padampur, Chitwan

www.bhimodayass.edu.np

कृतज्ञता

नेपालमा केरा उष्ण प्रदेशीय फलफूलहरुमध्ये एक अति नै महत्वपूर्ण फलफूल हो । केरा खेतीको व्यवसायिकता एवम् औद्योगीकरणमा सफलता हासिल गर्न जगबाट नै केरा खेतीको व्यवसायिक शिक्षाप्रति विद्यार्थीहरुलाई अभिप्रेरित गर्न यस परियोजनाले सहयोग गर्ने विश्वास मैले लिएको छु । पदमपुर नेपालको चितवन जिल्ला कालिका नगरपालिका वडा नं. २, ३, ४ र ५ मा फैलिएको नेपालकै नमुना सडकमार्ग भएको ऐतिहासिक क्षेत्र जहाँ विभिन्न जातजातिका मानिसहरुको बसोबास रहेको छ । यस क्षेत्रमा बसोबास गर्ने मानिसहरुको कृषि व्यवसायको रुपमा केरा खेती रहेको छ ।

अन्तर विद्यालयमा सञ्चालन हुने अन्तर्राष्ट्रिय आयाम सहितको २० प्रतिशत स्थानीय पाठ्यक्रम व्यवसायिक केरा खेतीमा केराको परिचय, केरा खेतीको प्रयोग र महत्व, केराका जातहरु, केरा खेती गर्ने तरिका र बगैँचा व्यवस्थापन र पदमपुर केरा खेतीका बजारहरु उल्लेख गरी परियोजना तयार पारेको छु । यस पाठ्यपुस्तकमा पदमपुर क्षेत्रमा गरिने व्यवसायिक केराखेतीको श्रव्यदृष्य र भारत र पाकिस्तानमा गरिने केराखेतीको श्रव्यदृष्य सामाग्री प्रदर्शन गर्ने विषयवस्तुलाई स्थान दिइएको छ । यस पाठ्यपुस्तक अझ उपयोगी होस् भनी केरामा लाग्ने किराहरु र रोगहरुको बारेमा समेत सामान्य जानकारी दिने प्रयत्न गरेको छु ।

यस परियोजना तयार पार्न मलाई हरतरहले सहयोग गर्नुहुने विद्यालयका प्र.अ.डा. हरि प्रसाद कँडेलज्यू, सह प्र.अ. श्री रामप्रसाद खनाल, ISA कोअर्डिनेटर श्री इन्द्रनाथ पौडेल र सदस्य श्री शिवप्रसाद सापकोटा सरलाई धन्यवाद ज्ञापन गर्दछु । प्राविधिक रुपमा सहयोग गर्नुहुने कृषि विज्ञानका शिक्षक श्री सन्तोष भण्डारी, श्री किशोर श्रेष्ठ, श्री सुमन रेग्मी र श्री रविन रिमाल सरलाई आभार प्रकट गर्दछु । साथै कम्प्यूटर टंकनमा सहयोग गर्नुहुने श्री रिजन के.सी.ज्यूलाई धन्यवाद दिन चाहन्छु ।

Action Plan No. 5

परियोजना ५	भीमोदय सेरोफेरो - व्यवसायिक केरा खेती पदमपुर नेपालको चितवन जिल्ला कालिका नगरपालिका वडा नं.२, ३, ४ र ५ मा फैलिएको नेपालकै आन्तरिक नमूना सडकमार्ग भएको एक ऐतिहासिक क्षेत्र हो, जहाँ विभिन्न जातजातिका मानिसहरूको बसोबास रहेको छ । यस क्षेत्रमा बसोबास गर्ने मानिसको कृषि व्यवसाय (केरा खेती) को बारेमा जानकारी गराउनु, यसको पहिचान स्थापित गर्नु, केरा खेतीको तयारी र उपभोग गरी स्थानीय कृषि तथा पर्यटन व्यवसायमा योगदान गर्नुमा यस परियोजना केन्द्रित रहने छ ।
परियोजना किसिम	अन्तर विद्यालयमा सञ्चालन हुने अन्तर्राष्ट्रिय आयाम सहितको २०% स्थानीय पाठ्यक्रम
एसडिजी फोकस	एसडिजी गोल नं.४ : गुणस्तरीय शिक्षा
सिकाई उपलब्धिहरू	यस परियोजनाको समाप्ति पश्चात कक्षा ४ र कक्षा ५ का विद्यार्थीहरू निम्न क्रियाकलापहरू गर्न सक्षम रहने छन् । ✓ केरा खेतीको परिचय भन्न । ✓ केरा खेती गर्ने तरिकाहरू वताउन । ✓ केरा खेतीको प्रकारहरू लेख्न । ✓ स्थानीय स्तरमा गरिने केरा खेती र भारतमा गरिने केरा खेती वीच फरक छुट्टाउन ।
सिकाई क्रियाकलापहरू	• सर्वप्रथम विद्यार्थीहरूलाई परियोजना सम्वन्धमा जानकारी गराउने । • विद्यार्थीहरूलाई कृषि व्यसाय भनेको के हो ? छलफल गर्न लगाउने । • स्थानीय स्तरमा गरिने कृषि व्यवसायका उदाहरणहरू के के हुन्? छलफल गरी सूची बनाउन लगाउने । • विद्यार्थीहरूलाई केरा खेती गर्ने तरिकाहरू भिडियो मार्फत देखाउने र केरा खेती गर्ने तरिकाहरू लेख्न दिने । • नजिकै रहेको केरा खेतीको फारमहरू अवलोकन गराउने र विभिन्न जातिका केराहरूको नामाकरण संकलन गर्न लगाउने । • भारतीय केरा खेतीको भिडियो देखाएर विद्यार्थीहरूलाई स्थानीय केरा खेती र भारतीय केरा खेतीको वीचमा भिन्नता लेख्न दिने । • विद्यार्थीहरूलाई स्कुल एसेम्लीमा केरा खेती वारे भन्न लगाउने ।

Action Plan No. 5 (Cont.)

परियोजना ५	भीमोदय सेरोफेरो - व्यवसायिक केरा खेती पदमपुर नेपालको चितवन जिल्ला कालिका नगरपालिका वडा नं.२, ३, ४ र ५ मा फैलिएको नेपालकै आन्तरिक नमूना सडकमार्ग भएको एक ऐतिहासिक क्षेत्र हो, जहाँ विभिन्न जातजातिका मानिसहरूको बसोबास रहेको छ । यस क्षेत्रमा बसोबास गर्ने मानिसको कृषि व्यवसाय (केरा खेती) को बारेमा जानकारी गराउनु, यसको पहिचान स्थापित गर्नु, केरा खेतीको तयारी र उपभोग गरी स्थानीय कृषि तथा पर्यटन व्यवसायमा योगदान गर्नुमा यस परियोजना केन्द्रित रहने छ ।
परियोजना किसिम	अन्तर विद्यालयमा सञ्चालन हुने अन्तर्राष्ट्रिय आयाम सहितको २०% स्थानीय पाठ्यक्रम
एसडिजी फोकस	एसडिजी गोल नं.४ : गुणस्तरीय शिक्षा
सिकाई उपलब्धिहरू	यस परियोजनाको समाप्ति पश्चात कक्षा ४ र कक्षा ५ का विद्यार्थीहरू निम्न क्रियाकलापहरू गर्न सक्षम रहने छन् । ✓ केरा खेतीको परिचय भन्न । ✓ केरा खेती गर्ने तरिकाहरू वताउन । ✓ केरा खेतीको प्रकारहरू लेख्न । ✓ स्थानीय स्तरमा गरिने केरा खेती र भारतमा गरिने केरा खेती वीच फरक छुट्टाउन ।
सिकाई क्रियाकलापहरू	• सर्वप्रथम विद्यार्थीहरूलाई परियोजना सम्वन्धमा जानकारी गराउने । • विद्यार्थीहरूलाई कृषि व्यसाय भनेको के हो ? छलफल गर्न लगाउने । • स्थानीय स्तरमा गरिने कृषि व्यवसायका उदाहरणहरू के के हुन्? छलफल गरी सूची बनाउन लगाउने । • विद्यार्थीहरूलाई केरा खेती गर्ने तरिकाहरू भिडियो मार्फत देखाउने र केरा खेती गर्ने तरिकाहरू लेख्न दिने । • नजिकै रहेको केरा खेतीको फारमहरू अवलोकन गराउने र विभिन्न जातिका केराहरूको नामाकरण संकलन गर्न लगाउने । • भारतीय केरा खेतीको भिडियो देखाएर विद्यार्थीहरूलाई स्थानीय केरा खेती र भारतीय केरा खेतीको वीचमा भिन्नता लेख्न दिने । • विद्यार्थीहरूलाई स्कुल एसेम्लीमा केरा खेती वारे भन्न लगाउने ।

Handbook for the students of Class - 4

विद्यार्थीका लागि तयार गरिएको कक्षा ४ को पाठ्यपुस्तक

लेखकीय

सर्वप्रथम श्री भीमोदय माध्यमिक विद्यालयले ISA (International School Award) कार्यक्रममा भाग लिई परियोजना नं. ५ कृषि व्यवसाय – केरा खेतीको परियोजना प्रमुखको रुपमा मलाई छनौट गर्नुभएकोमा विद्यालय प्रशासन र विद्यालय व्यवस्थापन समितिलाई हार्दिक आभार प्रकट गर्दछु ।

नेपालमा केरा उष्ण प्रदेशीय फलफूलहरुमध्ये एक अति नै महत्वपूर्ण फलफूल हो । केरा खेतीको व्यवसायिकता एवम् औद्योगीकरणमा सफलता हासिल गर्न जगबाट नै केरा खेतीको व्यवसायिक शिक्षाप्रति विद्यार्थीहरुलाई अभिप्रेरित गर्न यस परियोजना र पाठ्यपुस्तकले सहयोग गर्ने विश्वास मैले लिएको छु । पदमपुर नेपालको चितवन जिल्ला कालिका नगरपालिका वडा नं. २, ३, ४ र ५ मा फैलिएको नेपालकै नमुना सडकमार्ग भएको ऐतिहासिक क्षेत्र जहाँ विभिन्न जातजातिका मानिसहरुको बसोबास रहेको छ । यस क्षेत्रमा बसोबास गर्ने मानिसहरुको कृषि व्यवसायको रुपमा केरा खेती रहेको छ ।

अन्तर विद्यालयमा सञ्चालन हुने अन्तर्राष्ट्रिय आयाम सहितको २० प्रतिशत स्थानीय पाठ्यक्रम कृषि व्यवसाय - केरा खेतीमा केराको परिचय, केरा खेतीको प्रयोग र महत्व, केराका जातहरु, केरा खेती गर्ने तरिका र बगैंचा व्यवस्थापन र पदमपुर केरा खेतीका बजारहरु उल्लेख गरी पाठ्यवस्तु तयार पारेको छु । यस पाठ्यपुस्तकमा पदमपुर क्षेत्रमा गरिने व्यवसायिक केराखेतीको श्रव्यदृष्य र भारत र पाकिस्तानमा गरिने केराखेतीको श्रव्यदृष्य सामाग्री प्रदर्शन गर्ने विषयवस्तुलाई स्थान दिइएको छ । यस पाठ्यपुस्तक अझ उपयोगी होस् भनी केरामा लाग्ने किराहरु र रोगहरुको बारेमा समेत सामान्य जानकारी दिने प्रयत्न गरेको छु । यस पाठ्यपुस्तक तयार पार्न मलाई हरतरहले सहयोग गर्नुहुने विद्यालयका प्र.अ.डा. हरि प्रसाद कँडेलज्यू, सह प्र.अ. श्री रामप्रसाद खनाल, ISA कोअर्डिनेटर श्री इन्द्रनाथ पौडेल र सदस्य श्री शिवप्रसाद सापकोटा सरलाई धन्यवाद ज्ञापन गर्दछु । प्राविधिक रुपमा सहयोग गर्नुहुने कृषि विज्ञानका शिक्षक श्री सन्तोष भण्डारी, श्री किशोर श्रेष्ठ, श्री सुमन रेग्मी र श्री रविन रिमाल सरलाई आभार प्रकट गर्दछु । साथै कम्प्युटर टंकनमा सहयोग गर्नुहुने श्री रिजन के.सी.ज्यूलाई धन्यवाद दिन चाहन्छु ।

सुवास बिडारी
परियोजना संयोजक/लेखक

प्रधानाध्यापककाे कलमबाट

श्री भीमोदय माध्यमिक विद्यालय, कालिका-५, चितवन ब्रिटिस काउन्सिलद्वारा आयोजित ISA (International School Award) कार्यक्रममा सहभागी रहेको छ । ISA प्राप्त गर्नका लागि यस विद्यालयले आठवटा परियोजनाहरु तयार गरी ब्रिटिस काउन्सिलमा पेश गरेको छ । अन्तर विद्यालयमा सञ्चालन हुने अन्तर्राष्ट्रिय आयाम सहितको २० प्रतिशत स्थानीय पाठ्यक्रम अनुरुप परियोजना नं. ५ कृषि व्यवसाय - केरा खेती रहेको छ । गुणस्तरीय शिक्षा प्राप्त गर्नका लागि यस विद्यालय कृयाशील रहेको छ । सबै विद्यार्थीहरु लाई ISA कार्यक्रममा समावेश गर्ने उद्धेश्यका साथ यस परियोजनाले कक्षा ५ मा अध्ययनरत विद्यार्थीहरुलाई समेट्ने गरी पाठ्यक्रम निर्माण गरी पाठ्यवस्तु तयार पार्नु भएकोमा परियोजना प्रमुख श्री सुवास बिडारीलाई हार्दिक धन्यवाद ज्ञापन गर्दछु । यस पाठ्यपुस्तकले विद्यार्थीको सिकाई उपलब्धीलाई मध्यनजर गरी केराको परिचय, केरा खेतीको प्रयोग र महत्व, केराका जातहरु, केरा खेती गर्ने तरिका र बगैंचा व्यवस्थापन र पदमपुर केरा खेतीका बजारहरुको जानकारी गराउने विश्वास लिएको छु । साथै यस पाठ्यपुस्तकमा अभिभावकलाई समेत टेवा पुग्ने गरी केराबारीमा लाग्ने रोगहरु र किराहरुको बारेमा समेत उल्लेख गरिएको छ । यस पाठ्यपुस्तक तयार पार्न सहयोग गर्नुहुने सबै जनालाई प्रधानाध्यापकको तर्फबाट हार्दिक आभार प्रकट गर्दै ISA कोअर्डिनेटर इन्द्रनाथ पौडेल सर र सदस्य श्री शिवप्रसाद सापकोटाज्यूलाई धन्यवाद गर्दछु ।

डा. हरि प्रसाद कँडेल
प्रधानाध्यापक

विद्यार्थीका लागि तयार गरिएको कक्षा ४ को पाठ्यपुस्तक

दुई शब्द

श्री भीमोदय माध्यमिक विद्यालय, कालिका-५, चितवन ब्रिटिस काउन्सिलद्वारा आयोजित ISA (International School Award) कार्यक्रममा भाग लिईरहेको सर्वविदितै छ। उक्त पुरस्कार (Award) प्राप्तिका लागि हाम्रो विद्यालयले विभिन्न आठवटा परियोजना कार्यहरुमा आफ्ना गतिविधि सञ्चालन गर्दै विद्यार्थीको सक्रिय सहभागितामा सम्पन्नता तर्फ उन्मुख छ। त्यसै अन्तर्गत २० प्रतिशत स्थानीय पाठ्यक्रम अन्तरगत केरा खेती पनि एक महत्वपूर्ण परियोजना कार्य हो। विद्यालयको शिक्षक, कर्मचारीको बैठकबाट ८ जना परियोजना प्रमुख शिक्षकहरु छानिनुभएको छ। त्यसमध्ये यो महत्वपूर्ण परियोजनाका लागि शिक्षक श्री सुवास विडारीको संयोजन अत्यन्तै सह्रनीय छ। हाम्रो विद्यालय वरिपरि प्रशस्त केरा खेतीको सम्भावना रहेकाले यो स्थानीय पाठ्यक्रम आधारभुत तहमा लागू गरिसकेपछि हाम्रो समुदाय नै लाभान्वित हुने कुरामा दुई मत नहोला। तसर्थ यो पाठ्यवस्तु र पाठ्यक्रमको पूर्ण सफलताको अपेक्षा राखिएको छ। यो पाठ्यक्रम र पुस्तिका तयार पार्दा प्रत्यक्ष र परोक्ष रुपमा सहयोग गर्नुहुने सवैजना धन्यवादका पात्र बन्नुभएको छ। हरेक परियोजनामा सल्लाह, सुझाव प्रदान गर्नुहुने प्र.अ.डा. हरि प्रसाद कँडेलप्रति विशेष आभार व्यक्त गर्न चाहन्छु।

इन्द्रनाथ पौडेल
ISA निर्देशक

विषयसूची :

विद्यार्थीका लागि तयार गरिएको कक्षा ४ को पाठ्यपुस्तक

पाठ : १
केराको परिचय

फलफुलहरुमध्ये केरा एक महत्वपूर्ण फलफूल हो । नेपालमा मुख्यतया तराई क्षेत्रका भूभाग, भित्री मधेश र पहाडका बेशीहरूमा केरा खेती गरिन्छ । घरायसी प्रयोजनका लागि नेपालमा धेरै पहिलेदेखि नै केरा खेती गर्दै आएका छन् । हाल आएर व्यवसायिक केरा खेती प्रति कृषकहरुको आकर्षण बढेको छ । नेपालमा चितवन, नवलपरासी, बाँके, बर्दिया, सुर्खेत, कैलाली लगायत तराईको जिल्लाहरूमा व्यवसायिक रुपमा केरा खेती भईरहेको छ । नेपालमा फलफुल खेतीहरुमध्ये केरा तेस्रो स्थानमा पर्न आउँछ ।

नेपाल बाहेक विश्वका अन्य देशहरु भारत, चिन, मेक्सिको, ब्राजिल, ग्वाटेमाला, ईण्डोनेसिया, फिलिपिन्स, कोष्टारिका, थाईल्याण्ड आदि देशहरूमा व्यवसायिक केरा खेती गरेको पाईन्छ ।

चितवन जिल्लाको कालिका नगरपालिका जुटपानी र पदमपुर क्षेत्रमा मुख्य गरि व्यवसायिक केरा खेती गरेका छन् । केरा खेती नै आम्दानीको मुख्य स्रोत बनेको छ ।

मूल्याङ्कन :

१) केरा कस्तो प्रकारको खेती हो ?
२) नेपालको कुन-कुन भागमा व्यवसायिक केरा खेती गर्न सकिन्छ ?
३) विश्वका अन्य कुन-कुन देशहरूमा केरा खेती गरेको पाईन्छ ?

पाठ : २
केरा खेतीको प्रयोग र महत्व

पौष्टिक तत्वले भरिपूर्ण ज्यादै उपयोगी फलमा केरा पर्दछ । यो वर्ष भरि नै उपलब्ध हुने फलफुल हो । केरा काँचै, पाके पछि र प्रशोधन गरे पछि विभिन्न परिकार बनाएर प्रयोग गर्न सकिन्छ । काँचो फल र बुङो बाट अचार तथा तरकारी, पाकेको फललाई ताजा फलको रुपमा र काँचो तथा पाकेको फललाई प्रशोधन गरि चिप्स, पिठो, जाम र जुस आदि बनाउन सकिन्छ ।

पाकेको केराको ७१ प्रतिशत भाग खान योग्य हुन्छ । केरा बाट कार्बोहाईड्रेट, प्रोटिन, क्यालसियम, फस्फोरस, चिल्लो पदार्थ, भिटामिन सि र फाईबर आदि जस्ता पौष्टिक वस्तुहरु पाईन्छ । केराको रेसाबाट कपडा, टिस्यु पेपर, कार्डबोर्ड, झोला, डोरी साथै बुनेर बनाउन सकिने अन्य सामाग्रीहरू बनाउन सकिन्छ । केरा बाट पेय पदार्थ जस्तै बियर, रक्सी, लस्सी, जुस आदि बनाएर प्रयोग गरिएको पाईन्छ ।

मूल्याङ्कन :

१) केरा बाट कस्ता खालका पोष्टिक तत्वहरु पाईन्छ ?
२) केरा बाट के के परिकार बनाउन सकिन्छ ?
३) अभिभावकको सहयोग लिई भोलिका लागि केराको चिप्स बनाएर आफ्नो टिफिनमा लिएर आउनुहोस् ।

विद्यार्थीका लागि तयार गरिएको कक्षा ४ को पाठ्यपुस्तक

पाठ : ३
केराका जातहरु

नेपालमा हालसम्म व्यवसायिक रुपमा तिन जातका केरा खेतीहरु दर्ता भएको पाईन्छ।

१. जि ९
२. विलियम हाईब्रिड (हरियो केरा)
३. मालभोग
४. रोबुष्टा
५. पुभान

यी बाहेक चिनी चम्पा, धुसे, मुंग्रे आदि केरा खेतीहरु गरेको पाईन्छ। मुंग्रे, धुसे, चिनी चम्पा केराहरु किसानहरूले व्यक्तिगत रुपमा खानको लागि खाली रहेका जमिनहरुमा लगाउने गरेको पाईन्छ।

पदमपुर क्षेत्रमा व्यवसायिक रुपमा विलियम हाईब्रिड (हरियो केरा) र मालभोग केरा खेती गरेको पाईन्छ । भिमोदय नमुना माध्यमिक विद्यालयमा अध्यनरत अधिकांश अभिभावकहरुले केरा खेती गरेका छन्।

विलियम हाईब्रिड (हरियो केरा) को विशेषता

- तराई, भित्री मधेश र मध्य पहाडमा खेती गर्न सकिने।
- क्याभेन्डिस ड्वार्फबाट विकास गरिएको हाईब्रिड जात, औसत उचाई २.५-३ मिटर हुने।
- फलहरु १०-१२ से.मि लम्बाई र ५-६ से.मी. मोटाई भएका हुन्छन्।
- प्रति घरी १२५-१५० कोशा र ३०-३५ के.जी. तौल हुने।
- उत्पादन क्षमता : ५०-६० टन प्रति हेक्टर।
- गुदी नरम, स्वादिष्ट र बास्नादार हुनुका साथै अन्य होचा जातहरुको तुलनामा पाकेपछि लामो समयसम्म भण्डारण गरेर राख्न सकिने।
- रोपेको १२-१८ महिनामा उत्पादन दिने।

मालभोग केराको विशेषता

- तराई तथा पहाडी दुवै क्षेत्रमा यसको खेती गरिन्छ।
- अग्लो जात, बोट ४-५ मिटर सम्म अग्लो हुन्छ र सुख्खा सहन सक्छ।
- यो जात विशेष गरेर यसको मिठो स्वादको लागि प्रख्यात छ।
- प्रति घरी १००-१२० कोशा र घरिको तौल २५-३० के.जी हुन्छ।
- पात वरिपरीको घेरा प्रष्ट रातो हुन्छ।
- फल मझौला साइज, मिठो बास्ना आउने, स्वादिष्ट, गुलियो र बोक्रा पातलो हुन्छ साथै भण्डारण क्षमता पनि बढि हुन्छ।

मूल्याङ्कन :

१) नेपालमा के कस्ता खालका केरा खेतीहरु पाईएको छ ?
२) व्यवसायिक रुपमा पदमपुर क्षेत्रमा कुन कुन जातका केरा खेती गरिएको छ ?
३) विलियम हाईब्रिड जातका केराको दुईवटा विश्पेताहरु लेख्नुहोस्।
४) मालभोग जातका केराको दुई वटा विश्पेताहरु लेख्नुहोस्।

विद्यार्थीका लागि तयार गरिएको कक्षा ४ को पाठ्यपुस्तक

पाठ : ४
केरा खेती गर्ने तरिका तथा बगैँचा व्यवस्थापन :

केरा रोप्नुभन्दा पहिले जमिनलाई २/३ पटकसम्म राम्रोसँग जोत्ने, सम्याउने र गोडमेल गर्ने गर्नुपर्दछ । केरा रोप्नुपूर्व सिँचाई तथा पानी निकासको राम्रो व्यवस्था गर्नुपर्दछ । केरामा प्राङ्गारिक तथा रासायनिक मल प्रयोग गर्दा बोटको फेदभन्दा टाढा पातले ओगटेको क्षेत्रबाहिर रिङ्ग बनाई त्यसैमा राखिदिनुपर्दछ । मलहरुसँगै प्रतिबोट ३ ग्राम फ्युराडन पनि दिएमा गवारोको प्रकोप कम गर्न सकिन्छ । कम्पोष्ट मल २५ के.जी. प्रतिबोट प्रतिवर्षका रुपमा राख्नुपर्दछ । सिंचाईको सुविधा भएको ठाउँमा पानीसँगै मल घोलेर प्रयोग गर्न सकिन्छ । पटक पटक मलको प्रयोग गर्न नसकिने बगैँचामा मलको मात्रालाई कम्पोष्ट मलको पुरा भाग, डि.ए.पी. र पोटास मलको आधा भाग बिरुवा रोप्ने बेलामा दिनुपर्दछ ।

केरा धेरै सिँचाई आवश्यक पर्ने बाली हो र व्यवसायिक रुपमा केरा खेती गर्नलाई सिँचाईको स्थायी स्रोत हुनु अनिवार्य छ । विशेष गरेर बिरुवा लगाएपछि, मल प्रयोग गरेपछि र फूल फुल्ने तथा फल बढ्ने अवस्थामा सिँचाईको आवश्यकता धेरै हुन्छ । दुई लाइनको बीचमा कुलो बनाएर, बोटको वरिपरि रिङ्ग बनाएर, थोपा सिँचाई प्रविधि जुनसुकै तरिकाले बगैंचमा सिँचाई गर्न सकिन्छ ।

केरा रोप्नका लागि निम्नअनुसार खाडलको तयारी गर्नुपर्दछ ।

- केरा रोप्नुभन्दा १ महिन अगाडि ६० घन से.मी.को खाडल खन्नुपर्दछ ।
- खाडललाई १ हप्ताजति खुल्ला छोडिदिनुपर्दछ र त्यसपछि कम्पोष्ट मलको मात्रा माटोमा मिलाई खाडल पुरेर राख्नुपर्दछ ।
- खाडल पुर्ने समयमा प्रति खाडल गोबर मल, १ के.जी. पिना र ५ के.जी. खरानी पनि माटोसँगै मिलाएर पुर्नुपर्दछ ।

रोप्ने समय र तरिका

केराको गानाहरू रोप्दा माघ, फागुन महिनामा रोप्दा राम्रो हुन्छ भने टिस्यु कल्चर प्रविधिबाट उत्पादित बिरुवालाई जेठ असार महिनामा वा वर्षाद सुरु भएपछि रोप्नाले हुर्कन

सजिलो हुनुका साथै अर्को वर्ष समयमा नै उत्पादन लिन सकिन्छ । टिस्यु कल्चर प्रविधिबाट उत्पादित बिरुवाहरु जरा नखल्बलिने गरी पोलीब्यागबाट निकाल्नुपर्दछ र पोली ब्याग जति भाग माटोले पुरिएको थियो, त्यति भाग मात्र जमिनमुनि पर्ने गरी रोप्नुपर्दछ । सकरको गानो वरीपरी पलाएका लामा लामा जराहरू काटेर हटाउनु पर्दछ । सकरहरु धेरै ठूला र चौडा पाते छन् भने गानोभन्दा ३० से.मी. माथिबाट काटेर छोट्याउनु पर्दछ । साना सकरहरु छन् भने काण्ड नछुट्याई पातको फेदसम्म काटेर रोप्नुपर्दछ । तयार गरिएका सकरहरूलाई ५-१० मिनेटसम्म ०.२ प्रतिशत बेभिष्टिन झोलमा उपचार गरी छायाँमा सुक्न दिनुपर्दछ । रोपिसकेपछि सिंचाई तथा छापो दिनुपर्दछ ।

बगैँचाको व्यवस्थापन गर्दा सरसफाई, अनावश्यक सकरहरु हटाउने, उकेरा तथा टेका लगाउने गर्नुपर्दछ । त्यस्तै गरी बुङ्गो र काइँयो हटाई घरी छोप्ने गर्नुपर्दछ । परिपक्व भएको घरि निकाली थामलाई हटाउनु पर्दछ ।

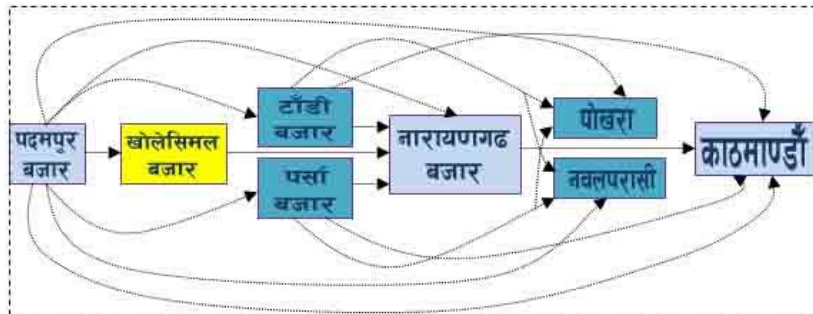
मूल्याङ्कन :

१) केरा खेतीको लागि सिंचाईको कस्तो व्यवस्था हुनुपर्दछ ?
२) केरा रोप्नुभन्दा कति दिन अगाडि खाल्डो तयार गर्नुपर्दछ ?
३) केरा रोप्ने उपयुक्त समय कुन हो ?
४) केराको बगैँचा व्यवस्थापन गर्न के के गर्नुपर्दछ ? कुनै दुई तरिकाहरु उल्लेख गर्नुहोस् ।

विद्यार्थीका लागि तयार गरिएको कक्षा ४ को पाठ्यपुस्तक

पाठ : ५
पदमपुर केरा खेतीका बजारहरू

पदमपुर क्षेत्रमा लगाईने व्यवसायिक केरा खेतीको मूख्य बजार काठमाण्डौं, पोखरा, नारायणगढ, टाँडी र स्थानीय बजार रहेका छन्। पदमपुरमा उत्पादित केरा खेतीको ४० प्रतिशत जति बजार काठमाण्डौं उपत्यकामा निर्यात हुन्छ।

पाठ : ६
केरामा लाग्ने किरा र रोगहरूको सामान्य जानकारी

केरामा लाग्ने किराहरु

१) थाममा लाग्ने गवारो र घुन

- माउ गवारो रातो, खैरो अथवा कालो रङको हुन्छ। भने लार्भाको शरीर सेतो, टाउको गाढा खैरो र खुट्टा नभएको हुन्छ।
- माउ किरा बगैंचामा रहेका फोहर, सडेगलेका वस्तुहरु खाएर वस्छ। खुकुला तथा नरम ठाउँ पाएपछि थाममा प्रवेश गरी पातका सुप्लाहरुको बीचमा अण्डा पार्छ।
- लार्भाहरु थामबाट भित्र पसी गुबो खान थाल्छन्।

रोकथाम → : गुणस्तरीय तथा किरा नलागेको विरुवाहरु मात्र नयाँ बगैंचामा लगाउने, लत्रेका पात तथा झारहरू हटाउने वा फोहर हुन नदिने। गवारो प्रकोप देखिएका बगैंचामा फ्युराडन विषादी प्रति बोट १०-१२ ग्रामका दरले गुबो वा कापमा छर्ने।

२) गानामा लाग्ने गवारो

विद्यार्थीका लागि तयार गरिएको कक्षा ४ को पाठ्यपुस्तक

- यो गवारो पनि थामको गवारो जस्तै देखिन्छ तर माउ किरा अलि बढी चम्किलो हुन्छ ।
- लार्भाहरू गानाको भित्री भागसम्म र थाममा समेत सुरुङ बनाउँछन् । पछि पुरै बोट मर्न पनि सक्छ ।

रोकथाम → : केराको प्रत्येक गाँजमा क्लोरोपाइरिफस विषादी (डर्सवान १०) ३० ग्रामका दरले माटोमा मिसाईदिने र केराको थामको गवारो व्यवस्थापनमा जस्तै गर्ने ।

३) पात तथा फल कोतर्ने खपटे

- माउ खपटे सानो कालो रङको हुन्छ ।
- माउले केराको बोटको फेदनजिकै फुल पार्दछ । लार्भाहरु केरा तथा अन्य झारपातको जरामा गएर हुर्कन्छन् ।
- यो खपटे प्रकोप विशेष गरेर वर्षायाममा धेरै देखिन्छ ।

रोकथाम → : नियमित रुपमा बगैँचा सरसफाई गर्ने, साईपरमेथ्रिन वा क्लोरोपाईरफिस वा साईपमेथ्रिनयुक्त विषादी १.५-२ एम.एल. प्रति लि. पानीमा मिसाएर केराको गुभो भिजाउने ।

४) लाही

- यो किरा कालो, गाढा खैरो तथा विभिन्न रङको हुन्छ ।
- लाही झुण्डमा कलिलो पात तथा गुभो, फल तथा फलका डाँठ र थाम आदिमा बसेर रस चुस्दछ ।
- यो किराले ठिंग्रो रोगको भाईरस सार्ने गर्दछ ।

रोकथाम → : गाईको गहुँत १ भागमा ४ भाग पानी मिसाएर छर्ने, डाईमिथोयट १ एम.एल. प्रतिलिटर पानीमा मिसाएर छर्ने र बगैँचा सरसफाईमा विशेष ध्यान दिने ।

५) मिलिबग

- यो किरा अण्डाकार र शरीर कपास वा पिठोजस्तै सेतो पदार्थले ढाकिएको हुन्छ ।

रोकथाम → : लाही किरा व्यवस्थापनमा जस्तै गर्ने ।

विद्यार्थीका लागि तयार गरिएको कक्षा ४ को पाठ्यपुस्तक

६) कत्ले किरा

- यो किराको शरीर बाहिरी आवरण कत्लाले ढाकिएको हुन्छ र त्यसभित्र नै अण्डा पार्ने तथा बच्चा जन्माउने क्रिया गर्दछ ।
- यसको प्रकोपले पातहरु पहेलिने हुन्छ ।

रोकथाम → : कत्लाभित्र लुकेर बस्ने हुँदा विषादीको प्रयोगले नियन्त्रण गर्न सकिँदैन । ५ देखि १५ एमएल सर्वो आयल १ लिटर पानीमा मिसाएर छर्नाले पातहरुमा टाँसिन पाउँदैन ।

केरामा लाग्ने रोगहरु

१) ओईलाउने (Panama Wilt)

अमेरिकाको पानामा भन्ने देशमा सन् १९५० को दशकमा यो रोग देखिएकाले सोही देशको नाम अनुसार पानामा विल्ट नामाकरण गरिएको हो । यो रोग पानी, माटो, संक्रमित विरुवा, बाली अवशेषहरु तथा कृषि औजारको माध्यमबाट एक ठाउँबाट अर्को ठाउँमा सजिलै फैलन्छ ।

लक्षणहरु

- पातहरू फेदबाट भाँचिएर थामको वरिपरि भुण्डिएर रहन्छ ।
- थामहरु फेदतिरबाट ठाडो तरिकाले चिरा पर्दछन् ।

२) पातमा थोप्ला आउने (Sigatoga Leaf Spot)

पातको तल्लो सतहमा रहेका छिद्रहरुबाट ढुसी पातमा प्रवेश गर्दछन् । वर्षायाममा यो रोग फैलने सम्भावना बढी हुन्छ भने यो रोग Mycospharella Musicola नामक ढुसीले लाग्दछ ।

३) केराको पात भुप्पा हुने/ठिगरे रोग

यो भाईरसका कारणले लाग्ने रोग हो । यो रोग विशेष गरेर लाही किराको माध्यमबाट सर्दछ ।

४) कोत्रे रोग

यो रोग अन्य ढुसीजन्य रोगजस्तै बढी तापक्रम र आद्रता भएका ठाउँमा छिटो फैलन्छ । फल वा फलको भेट्नामा चोटपटक लागेको छ भने त्यस्ता ठाउँबाट ढुसीले आक्रमण गर्दछ ।

श्रव्यदृष्य सामाग्री

१. पदमपुर क्षेत्रमा गरिने केरा खेतीको श्रव्यदृश्य सामाग्री ।
२. भारत र पाकिस्तानमा हुने केरा खेतीको जानकारीको श्रव्यदृष्य सामाग्री ।

सन्दर्भग्रन्थसूची

१. केरा खेती प्रविधि पुस्तिका (२०७६), नेपाल सरकार, कृषि तथा पशुपन्छी विकास मन्त्रालय, प्रधानमन्त्री कृषि आधुनिकीकरण परियोजना, परियोजना कार्यान्वयन इकाई, चितवन ।
२. केरा खेती प्राविधिक पुस्तिका (२०७६), नेपाल सरकार, कृषि तथा पशुपन्छी विकास मन्त्रालय, कृषि विभाग, राष्ट्रिय फलफूल विकास केन्द्र, कीर्तिपुर, काठमाण्डौ ।
३. https://www.promusa.org/
४. https://www.images.google.com/
५. सामाजिक सञ्जालहरु ।

२०% स्थानीय पाठ्यक्रम परियोजना
भीमोदय सेरोफेरो
व्यवसायिक केरा खेती
कक्षा : ५
लेखक: सुवास विडारी (परियोजना संयोजक)

विद्यार्थीका लागि तयार गरिएको कक्षा ५ को पाठ्यपुस्तक

पाठ : १

केराको परिचय

फलफुलहरुमध्ये केरा एक महत्वपूर्ण फलफूल हो । यसको वैज्ञानिक नाम Musa हो । यिनीहरु धेरै प्रकारका हुन्छन् ।

नेपालमा मुख्यतया तराई क्षेत्रका भूभाग, भित्री मधेश र पहाडका वेशीहरूमा केरा खेती गर्ने गरिन्छ । घरायसी प्रयोजनका लागि नेपालमा धेरै पहिलेदेखि नै केरा खेती गर्दै आएका छन् । हाल आएर व्यवसायिक केरा खेती प्रति कृषकहरुको आकर्षण बढेको छ । जंगली जातहरु Musa Acuminata र Musa Balbisiana बाट विकसित भएका जातहरु हामीले हाल प्रयोग गर्ने गरेका जातहरु हुन् । नेपालमा चितवन, नवलपरासी, बाँके, बर्दिया, सुर्खेत, कैलाली लगायत तराईको जिल्लाहरूमा व्यवसायिक रुपमा केरा खेती भईरहेको छ । यी जिल्लाहरुमा १८ हजार हेक्टरमा २५ हजार कृषकले व्यवसायिक केरा खेती गरिरहेको अवस्था छ । चितवन जिल्लामा १,४३७ हेक्टर क्षेत्रफलमा २३,६६० मेट्रिक टन केरा उत्पादन भएको छ (स्रोत: राष्ट्रिय फलफूल विकास केन्द्र, किर्तिपुर :२०७६) । नेपालमा फलफुल खेतीहरुमध्ये केरा तेस्रो स्थानमा पर्न आउँछ ।

विश्वव्यापी रुपमा आँकलन गर्दा भूमध्ये रेखाबाट ३० डिग्री उत्तरी र ३० डिग्री दक्षिणी भेगमा रहेका भूभागसम्म केरा खेतीको विस्तार भएको पाईन्छ ।

नेपाल बाहेक विश्वका अन्य देशहरु भारत, चिन, मेक्सिको, ब्राजिल, ग्वाटेमाला, ईण्डोनेसिया, फिलिपिन्स, कोष्टारिका, थाईल्याण्ड आदि देशहरूमा व्यवसायिक केरा खेती गरेको पाईन्छ ।

चितवन जिल्लाको कालिका नगरपालिका जुटपानी र पदमपुर क्षेत्रमा मुख्य गरि व्यवसायिक केरा खेती गरेका छन् । केरा खेती नै आम्दानीको मुख्य स्रोत बनेको छ ।

मूल्याङ्कन :

१) केरा कस्तो प्रकारको खेती हो ?
२) नेपालको कुन-कुन भागमा व्यवसायिक केरा खेती गर्न सकिन्छ ?
३) विश्वका अन्य कुन-कुन देशहरूमा केरा खेती गरेको पाईन्छ ?

विद्यार्थीका लागि तयार गरिएको कक्षा ५ को पाठ्यपुस्तक

पाठ : २
केरा खेतीको प्रयोग र महत्व

केरा एक विश्वव्यापी रुपमा प्रख्यात फलफूल हो । गरिब देखि धनी सम्मका विभिन्न समुदाय बीच यो फलफूल निकै नै लोकप्रिय छ । पौष्टिक तत्वले भरिपूर्ण ज्यादै उपयोगी फलमा केरा पर्दछ । यो वर्ष भरि नै उपलब्ध हुने फलफूल हो । केरा काँचै, पाके पछि र प्रशोधन गरे पछि विभिन्न परिकार बनाएर प्रयोग गर्न सकिन्छ । काँचो फल र बुङ्गो बाट अचार तथा तरकारी, पाकेको फललाई ताजा फलको रुपमा र काँचो तथा पाकेको फललाई प्रशोधन गरि चिप्स, पिठो, जाम र जुस आदि बनाउन सकिन्छ ।

पाकेको केराको ७१ प्रतिशत भाग खान योग्य हुन्छ भने बाँकी बोक्रा र डाँठले ओगट्छ । खान योग्य केराको फलमा ७०.१० प्रतिशत पानीको भाग हुन्छ । केरा बाट कार्बोहाईड्रेट, प्रोटिन, क्यालसियम, फस्फोरस, चिल्लो पदार्थ, भिटामिन सि र फाईबर लगायतका पौष्टिक तत्वहरू पाईन्छ । केराको रेसाबाट कपडा, टिस्यु पेपर, कार्डबोर्ड, झोला, डोरी साथै बुनेर बनाउन सकिने अन्य सामाग्रीहरू बनाउन सकिन्छ । केरा बाट पेय पदार्थ जस्तै बियर, रक्सी, लस्सी, जुस आदि बनाएर प्रयोग गरिएको पाईन्छ ।

प्रति १०० ग्राम केराको खानयोग्य फलमा	
प्रोटिन : १.२ ग्राम	कार्वोहाईड्रेट : २७.२ ग्राम
शक्ति : ११६ किलो क्यालोरी	नापसिन : ०.५ मि. ग्राम
फलाम : ०.३६ मि. ग्राम	थायामिन : ०.०५ मि. ग्राम
क्याल्सियम : १७ मि. ग्राम	फस्फोरस : ३६ मि. ग्राम
राइवोफ्लोबिन : ०.०८ मि. ग्राम	भिटामिन सि : ७ मि. ग्राम
चिल्लो पदार्थ : ०.३ ग्राम	खनिज : ०.८ ग्राम फाइबर : ०.४ ग्राम पाइन्छ ।

मूल्याङ्कन :

१) केरा बाट कस्ता खालका पोष्टिक तत्वहरु पाईन्छ ?
२) केरा बाट के के परिकार बनाउन सकिन्छ ?
३) अभिभावकको सहयोग लिई भोलिका लागि केराको चिप्स बनाएर आफ्नो टिफिनमा लिएर आउनुहोस् ।

विद्यार्थीका लागि तयार गरिएको कक्षा ५ को पाठ्यपुस्तक

पाठ : ३
केराका जातहरू

नेपालमा हालसम्म व्यवसायिक रुपमा तिन जातका केरा खेतीहरू दर्ता भएको पाईन्छ ।

१. जि ९
२. विलियम हाईब्रिड (हरियो केरा)
३. मालभोग
४. रोबुष्टा
५. पुभान

यी बाहेक चिनी चम्पा, धुस्रे, मुंग्रे आदि केरा खेतीहरू गरेको पाईन्छ । मुंग्रे, धुस्रे, चिनी चम्पा केराहरु किसानहरूले व्यक्तिगत रुपमा खानको लागि खाली रहेका जमिनहरुमा लगाउने गरेको पाईन्छ ।

पदमपुर क्षेत्रमा व्यवसायिक रुपमा विलियम हाईब्रिड (हरियो केरा) र मालभोग केरा खेती गरेको पाईन्छ । भिमोदय नमुना माध्यमिक विद्यालयमा अध्यनरत अधिकांश अभिभावकहरुले केरा खेती गरेका छन् ।

जि-९ केराको विशेषता

- तराई, भित्री मधेश र मध्य पहाडमा खेती गर्न सकिने ।
- होचो क्याभेन्डिस केरा, सामान्यतया उचाई ६-७.५ फीटसम्म अग्लो हुन सक्ने ।
- फल ठुलो (१९०-३०० ग्राम), ८-१० इन्च लामो तथा हल्का घुमेको, काँचोमा हरियो र पाकेपछि पहेंलो हुने ।
- प्रति घरी १०-१४ हाता, २१०-२४० कोसा र ४०-५० के.जी. तौल हुने ।
- उत्पादन क्षमता : ५०-६० टन प्रति हेक्टर ।
- भण्डारण क्षमता धेरै भएको तथा ताजा फल र प्रशोधित परिकारहरु बनाउन उपयुक्त जातको रुपमा अन्तर्राष्ट्रिय हिसाववाट मान्यता पाएको ।
- तन्तु प्रजनन (Tissu Culutre) विधिबाट विरुवा तयार गर्न उपयुक्त र रोपेको १२-१४ महिनामा उत्पादन दिने ।

विलियम हाइब्रिड (हरियो केरा) को विशेषता

- तराई, भित्री मधेश र मध्य पहाडमा खेती गर्न सकिने ।
- क्याभेन्डिस ड्वार्फबाट विकास गरिएको हाईब्रिड जात, औसत उचाई २.५-३ मिटर हुने ।
- फलहरू १०-१२ से.मि लम्बाई र ५-६ से.मी. मोटाई भएका हुन्छन् ।
- प्रति घरी १२५-१५० कोशा र ३०-३५ के.जी. तौल हुने ।
- उत्पादन क्षमता : ५०-६० टन प्रति हेक्टर ।
- गुदी नरम, स्वादिष्ट र बास्नादार हुनुका साथै अन्य होचा जातहरूको तुलनामा पाकेपछि लामो समयसम्म भण्डारण गरेर राख्न सकिने ।
- रोपेको १२-१८ महिनामा उत्पादन दिने ।

मालभोग केराको विशेषता

- तराई तथा पहाडी दुवै क्षेत्रमा यसको खेती गरिन्छ ।
- अग्लो जात, बोट ४-५ मिटर सम्म अग्लो हुन्छ र सुख्खा सहन सक्छ ।
- यो जात विशेष गरेर यसको मिठो स्वादको लागि प्रख्यात छ ।
- प्रति घरी १००-१२० कोशा र घरिको तौल २५-३० के.जी हुन्छ ।
- पात वरिपरीको घेरा प्रष्ट रातो हुन्छ ।
- फल मझौला साइज, मिठो बास्ना आउने, स्वादिष्ट, गुलियो र बोक्रा पातलो हुन्छ साथै भण्डारण क्षमता पनि बढि हुन्छ ।

विद्यार्थीका लागि तयार गरिएको कक्षा ५ को पाठ्यपुस्तक

मूल्याङ्कन :

१) नेपालमा के कस्ता खालका केरा खेतीहरु पाईएको छ ?
२) व्यवसायिक रुपमा पदमपुर क्षेत्रमा कुन कुन जातका केरा खेती गरिएको छ ?
३) विलियम हाईब्रिड जातका केराको दुईवटा विश्येताहरु लेख्नुहोस् ।
४) मालभोग जातका केराको दुई वटा विश्येताहरु लेख्नुहोस ।

पाठ : ४
केरा खेती गर्ने तरिका तथा बगैंचा व्यवस्थापन :

केरा रोप्नुभन्दा पहिले जमिनलाई २/३ पटकसम्म राम्रोसँग जोत्ने, सम्याउने र गोडमेल गर्ने गर्नुपर्दछ । केरा रोप्नुपूर्व सिंचाई तथा पानी निकासको राम्रो व्यवस्था गर्नुपर्दछ । केरामा प्राङ्गारिक तथा रासायनिक मल प्रयोग गर्दा बोटको फेदभन्दा टाढा पातले ओगटेको क्षेत्रबाहिर रिङ्ग बनाई त्यसैमा राखिदिनुपर्दछ । मलहरुसँगै प्रतिबोट ३ ग्राम फ्युराडन पनि दिएमा गवारोको प्रकोप कम गर्न सकिन्छ । कम्पोष्ट मल २५ के.जी. प्रतिबोट प्रतिवर्षका रुपमा राख्नुपर्दछ । सिंचाईको सुविधा भएको ठाउँमा पानीसँगै मल घोलेर प्रयोग गर्न सकिन्छ । पटक पटक मलको प्रयोग गर्न नसकिने बगैंचामा मलको मात्रालाई कम्पोष्ट मलको पुरा भाग, डि.ए.पी. र पोटास मलको आधा भाग बिरुवा रोप्ने बेलामा दिनुपर्दछ ।

केरा धेरै सिंचाई आवश्यक पर्ने बाली हो र व्यवसायिक रुपमा केरा खेती गर्नलाई सिंचाईको स्थायी स्रोत हुनु अनिवार्य छ । विशेष गरेर बिरुवा लगाएपछि, मल प्रयोग गरेपछि र फूल फुल्ने तथा फल बढ्ने अवस्थामा सिंचाईको आवश्यकता धेरै हुन्छ । दुई लाइनको बीचमा कुलो बनाएर, बोटको वरिपरि रिङ्ग बनाएर, थोपा सिंचाई प्रविधि जुनसुकै तरिकाले बगैंचमा सिंचाई गर्न सकिन्छ ।

केरा रोप्नका लागि निम्नअनुसार खाडलको तयारी गर्नुपर्दछ ।

- केरा रोप्नुभन्दा १ महिन अगाडि ६० घन से.मी.को खाडल खन्नुपर्दछ ।
- खाडललाई १ हप्ताजति खुल्ला छोडिदिनुपर्दछ र त्यसपछि कम्पोष्ट मलको मात्रा माटोमा मिलाई खाडल पुरेर राख्नुपर्दछ ।
- खाडल पुर्ने समयमा प्रति खाडल गोबर मल, १ के.जी. पिना र ५ के.जी. खरानी पनि माटोसँगै मिलाएर पुर्नुपर्दछ ।

विद्यार्थीका लागि तयार गरिएको कक्षा ५ को पाठ्यपुस्तक

रोप्ने समय र तरिका

केराको गानाहरू रोप्दा माघ, फागुन महिनामा रोप्दा राम्रो हुन्छ भने टिस्यु कल्चर प्रविधिबाट उत्पादित बिरुवालाई जेठ असार महिनामा वा वर्षाद सुरु भएपछि रोप्नाले हुर्कन सजिलो हुनुका साथै अर्को वर्ष समयमा नै उत्पादन लिन सकिन्छ । टिस्यु कल्चर प्रविधिबाट उत्पादित बिरुवाहरु जरा नखल्बलिने गरी पोलीब्यागबाट निकाल्नुपर्दछ र पोली ब्याग जति भाग माटोले पुरिएको थियो, त्यति भाग मात्र जमिनमुनि पर्ने गरी रोप्नुपर्दछ । सकरको गानो वरीपरी पलाएका लामा लामा जराहरू काटेर हटाउनु पर्दछ । सकरहरु धेरै ठूला र चौडा पाते छन् भने गानोभन्दा ३० से.मी. माथिबाट काटेर छोट्याउनु पर्दछ । साना सकरहरु छन् भने काण्ड नछुट्याई पातको फेदसम्म काटेर रोप्नुपर्दछ । तयार गरिएका सकरहरूलाई ५-१० मिनेटसम्म ०.२ प्रतिशत बेभिष्टिन झोलमा उपचार गरी छायाँमा सुक्न दिनुपर्दछ । रोपिसकेपछि सिंचाई तथा छापो दिनुपर्दछ ।

बगैंचाको व्यवस्थापन गर्दा सरसफाई, अनावश्यक सकरहरु हटाउने, उकेरा तथा टेका लगाउने गर्नुपर्दछ । त्यस्तै गरी बुङ्गो र काईंयो हटाई घरी छोप्ने गर्नुपर्दछ । परिपक्व भएको घरि निकाली थामलाई हटाउनु पर्दछ ।

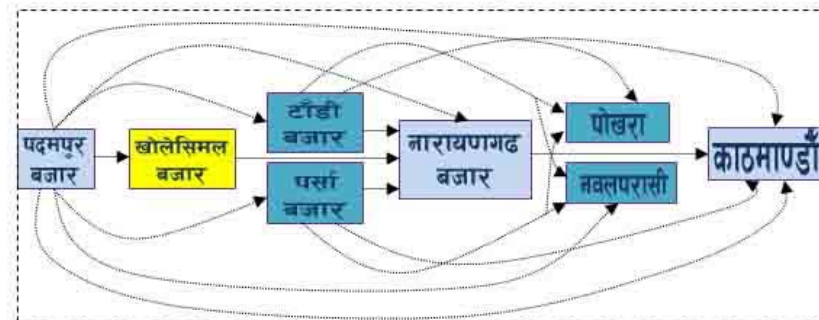
देहायबमोजिम उपाय अपनाउन सके वर्षभरि नै केरा उत्पादन गर्न सकिन्छ :

केरा लगाउने समय	केराको जात	पसाउने समय	फल उत्पादन
माघ तेश्रो सातादेखि फागुन १५ सम्म	झापाली मालभोग, हाईब्रिड, अष्ट्रेलियन हाइब्रिड	श्रावणदेखि मंसिरसम्म	असोजदेखि फाल्गुन
चैत्र वैशाख	स्थानीय मालभोग, चिनी, चम्चा, हरिछाल	पौषदेखि जेठ	चैत्रदेखि आषाढसम्म
वैशाखदेखि जेठसम्म	रोबुष्टा, जाइन्ट गभर्नर	वैशाखदेखि श्रावणसम्म	आषाढदेखि आश्विन

मूल्याङ्कन :

१) केरा खेतीको लागि सिंचाईको कस्तो व्यवस्था हुनुपर्दछ ?
२) केरा रोप्नुभन्दा कति दिन अगाडि खाल्डो तयार गर्नुपर्दछ ?
३) केरा रोप्ने उपयुक्त समय कुन हो ?
४) केराको बगैंचा व्यवस्थापन गर्न के के गर्नुपर्दछ ? कुनै दुई तरिकाहरु उल्लेख गर्नुहोस् ।

पाठ : ५
पदमपुर केरा खेतीका बजारहरू

पदमपुर क्षेत्रमा लगाईने व्यवसायिक केरा खेतीको मुख्य बजार काठमाण्डौं, पोखरा, नारायणगढ, टाँडी र स्थानीय बजार रहेका छन् । पदमपुरमा उत्पादित केरा खेतीको ४० प्रतिशत जति बजार काठमाण्डौ उपत्यकामा निर्यात हुन्छ ।

विद्यार्थीका लागि तयार गरिएको कक्षा ५ को पाठ्यपुस्तक

पाठ : ६

केरामा लाग्ने किरा र रोगहरुको सामान्य जानकारी

केरामा लाग्ने किराहरु

१) थाममा लाग्ने गवारो र घुन

- माउ गवारो रातो, खैरो अथवा कालो रङको हुन्छ । भने लार्भाको शरीर सेतो, टाउको गाढा खैरो र खुट्टा नभएको हुन्छ ।
- माउ किरा बगैंचामा रहेका फोहर, सडेगलेका वस्तुहरु खाएर बस्छ । खुकुला तथा नरम ठाउँ पाएपछि थाममा प्रवेश गरी पातका सुप्लाहरुको बीचमा अण्डा पार्छ ।
- लार्भाहरु थामबाट भित्र पसी गुबो खान थाल्छन् ।

रोकथाम → : गुणस्तरीय तथा किरा नलागेको बिरुवाहरु मात्र नयाँ बगैंचामा लगाउने, लत्रेका पात तथा झारहरू हटाउने वा फोहर हुन नदिने । गवारो प्रकोप देखिएका बगैंचामा फ्युराडन विषादी प्रति बोट १०-१२ ग्रामका दरले गुबो वा कापमा छर्ने ।

२) गानामा लाग्ने गवारो

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- यो गवारो पनि थामको गवारो जस्तै देखिन्छ तर माउ किरा अलि बढी चम्किलो हुन्छ ।
- लार्भाहरू गानाको भित्री भागसम्म र थाममा समेत सुरुङ बनाउँछन् । पछि पुरै बोट मर्न पनि सक्छ ।

रोकथाम → : केराको प्रत्येक गाँजमा क्लोरोपाइरिफस विषादी (डर्सवान १०) ३० ग्रामका दरले माटोमा मिसाईदिने र केराको थामको गवारो व्यवस्थापनमा जस्तै गर्ने ।

३) पात तथा फल कोतर्ने खपटे

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- माउ खपटे सानो कालो रङको हुन्छ ।
- माउले केराको बोटको फेदनजिकै फुल पार्दछ । लार्भाहरु केरा तथा अन्य झारपातको जरामा गएर हुर्कन्छन् ।
- यो खपटे प्रकोप विशेष गरेर वर्षायाममा धेरै देखिन्छ ।

रोकथाम → : नियमित रुपमा बगैंचा सरसफाई गर्ने, साईपरमेथ्रिन वा क्लोरोपाईरफिस वा साईपमेथ्रिनयुक्त विषादी १.५-२ एम.एल. प्रति लि. पानीमा मिसाएर केराको गुभो भिजाउने ।

विद्यार्थीका लागि तयार गरिएको कक्षा ५ को पाठ्यपुस्तक

४) लाही

- यो किरा कालो, गाढा खैरो तथा विभिन्न रङको हुन्छ ।
- लाही भुण्डमा कलिलो पात तथा गुभो, फल तथा फलका डाँठ र थाम आदिमा बसेर रस चुस्दछ ।
- यो किराले ठिंगुरो रोगको भाईरस सार्ने गर्दछ ।

रोकथाम → : गाईको गहुँत १ भागमा ४ भाग पानी मिसाएर छर्ने, डाईमिथोयट १ एम.एल. प्रतिलिटर पानीमा मिसाएर छर्ने र बगैंचा सरसफाईमा विशेष ध्यान दिने ।

५) मिलिवग

- यो किरा अण्डाकार र शरीर कपास वा पिठोजस्तै सेतो पदार्थले ढाकिएको हुन्छ ।

रोकथाम → : लाही किरा व्यवस्थापनमा जस्तै गर्ने ।

६) कत्ले किरा

- यो किराको शरीर बाहिरी आवरण कत्लाले ढाकिएको हुन्छ र त्यसभित्र नै अण्डा पार्ने तथा बच्चा जन्माउने क्रिया गर्दछ ।
- यसको प्रकोपले पातहरु पहेलिने हुन्छ ।

रोकथाम → : कत्लाभित्र लुकेर बस्ने हुँदा विषादीको प्रयोगले नियन्त्रण गर्न सकिँदैन । ५ देखि १५ एमएल सर्वो आयल १ लिटर पानीमा मिसाएर छर्दाले पातहरुमा टाँसिन पाउँदैन ।

केरामा लाग्ने रोगहरु

१) ओईलाउने (Panama Wilt)

अमेरिकाको पानामा भन्ने देशमा सन् १९५० को दशकमा यो रोग देखिएकाले सोही देशको नाम अनुसार पानामा विल्ट नामाकरण गरिएको हो । यो रोग पानी, माटो, संक्रमित बिरुवा, बाली अवशेषहरु तथा कृषि औजारको माध्यमबाट एक ठाउँबाट अर्को ठाउँमा सजिलै फैलन्छ ।

लक्षणहरु

- पातहरु फेदबाट भाँचिएर थामको वरिपरि भुण्डिएर रहन्छ ।
- थामहरु फेदतिरबाट ठाडो तरिकाले चिरा पर्दछन् ।

२) पातमा थोप्ला आउने (Sigatoga Leaf Spot)

पातको तल्लो सतहमा रहेका छिद्रहरुबाट ढुसी पातमा प्रवेश गर्दछन् । वर्षायाममा यो रोग फैलने सम्भावना बढी हुन्छ भने यो रोग Mycosphaerella Musicola नामक ढुसीले लाग्दछ ।

विद्यार्थीका लागि तयार गरिएको कक्षा ५ को पाठ्यपुस्तक

३। केराको पात भुप्पा हुने/ठिगरे रोग

यो भाईरसका कारणले लाग्ने रोग हो । यो रोग विशेष गरेर लाही किराको माध्यमबाट सर्दछ ।

४। कोत्रे रोग

यो रोग अन्य ढुसीजन्य रोगजस्तै बढी तापक्रम र आद्रता भएका ठाउँमा छिटो फैलन्छ । फल वा फलको भेट्नामा चोटपटक लागेको छ भने त्यस्ता ठाउँबाट ढुसीले आक्रमण गर्दछ ।

श्रव्यदृष्य सामाग्री

१. पदमपुर क्षेत्रमा गरिने केरा खेतीको श्रव्यदृश्य सामाग्री ।
२. भारत र पाकिस्तानमा हुने केरा खेतीको जानकारीको श्रव्यदृष्य सामाग्री ।

सन्दर्भग्रन्थसूची

१. केरा खेती प्रविधि पुस्तिका (२०७६), नेपाल सरकार, कृषि तथा पशुपन्छी विकास मन्त्रालय, प्रधानमन्त्री कृषि आधुनिकीकरण परियोजना, परियोजना कार्यान्वयन इकाई, चितवन ।
२. केरा खेती प्राविधिक पुस्तिका (२०७६), नेपाल सरकार, कृषि तथा पशुपन्छी विकास मन्त्रालय, कृषि विभाग, राष्ट्रिय फलफूल विकास केन्द्र, कीर्तिपुर, काठमाण्डौ ।
३. https://www.promusa.org/
४. https://www.images.google.com/
५. सामाजिक सञ्जालहरु ।

संयुक्त बैठक (कक्षा ४ र ५ का विद्यार्थीहरुसहित)

बैठक नं. १

बैठक अध्यक्षता :- सुवास बिडारी (परियोजना संयोजक)

विशेष उपस्थिति

:- श्री इन्द्रनाथ पौडेल (ISA Co-ordinator)

:- श्री शिवप्रसाद सापकोटा (ISA member)

मिति :- २०६६/८/१२ गते शुक्रवार

प्रस्तावहरु:

१) २०% स्थानीय पाठ्यक्रम परियोजना सम्बन्धमा
२) पदमपुरमा गरिने व्यवसायिक केरा खेती सम्बन्धमा
३) समूह निर्माण गर्ने सम्बन्धमा

उपस्थिति:

१) कक्षा शिक्षक :- श्री सन्तप्रसाद बोट (कक्षा-४)
२) कक्षा शिक्षक :- माया लोहनी (कक्षा-५)

विद्यार्थीहरु

कक्षा-४

१) आइशा चौधरी ✓
२) अभिषेक कोइराला ✓
३) अभिषेक परियार ✓
४) अभिशा बोट ✓
५) अभिषेक वि.क. ✓
६) एलिना चौधरी ✓
७) एलिसा महतो ✓
८) अनिशा परियार ✓
९) अरुण लामा •
१०) अस्मी ओठठ ✓
११) अलोक मगर ✓
१२) अस्मीना धमला ✓

१३) विसन्सा तिवारी ✓
१४) दिया बोट •
१५) इमरन खोजवार ✓
१६) जेनिशा महतो ✓
१७) खुस्बु कु. थारु ✓
१८) क्रिटिना महतो ✓
१९) मन्दिका महतो ✓
२०) मीसा चौधरी ✓
२१) प्रकाश ओठठ ✓
२२) प्रज्वल खड्का ✓
२३) प्राप्ती महतो ✓
२४) प्रसना चुवेदी ✓
२५) प्रिन्ज पौडेल ✓
२६) रचना परियार ✓
२७) राज कुमाल ✓
२८) राजवि चौधरी ✓
२९) रानी कुमारी थारु ✓
३०) रिदिमा चौधरी •
३१) सुदिक्षा चेपाङ ✓
३२) सौरभ महतो ✓
३३) सक्ती महतो ✓
३४) शिव परियार •
३५) शिवानी ढकाल ✓
३६) सृष्टि परियार ✓
३७) सृजना महतो ✓
३८) सिर्जन चौधरी ✓
३९) सुनी थापा ✓
४०) सुस्मिता वि.क. ✓
४१) सुस्मिता कुमाल ✓
४२) सुस्मिता पन्त ✓
४३) पविता ओठठ ✓
४४) प्रिसना वन ✓
४५) युनिक कुमाल •

संयुक्त बैठक (कक्षा ४ र ५ का विद्यार्थीहरुसहित)

४६] सम्दिर मर्दनिया ✓
४७] सोनिका तमाङ ✓
४८] सुवि अधिकारी ✓

कक्षा - ५.

१] आकाश अधिकारी ✓
२] ऐरोय्या महतो ✓
३] आकृत चौधरी ✓
४] अनिल दोङ ✓
५] आर्यन तमाङ ✓
६] एन्जी चौधरी ✓
७] आविका तमाङ ✓
८] आविका थापा ✓
९] आर्जन दोङ ✓
१०] आर्जन महतो ✓
११] आयुष महतो ✓
१२] भविष्य चौधरी ✓
१३] मिलनता चौधरी ✓
१४] विवशा महतो ✓
१५] विपिन महतो •
१६] छवि डोङ •
१७] दुर्गा चौधरी ✓
१८] लक्ष्मण चौधरी ✓
१९] लक्ष्मी घिसिङ ✓
२०] लिसा पाख्रिन ✓
२१] मनिसा चौधरी ✓
२२] मुराद आलम ✓
२३] नविता मगर ✓
२४] पूजा देहाल ✓
२५] राजेन महतो ✓
२६] राहुल महतो ✓
२७] रिजिना वि.क. ✓
२८] रिनेश के.सि. ✓
२९] रितु चौधरी

३०] साधना चौधरी ✓
३१] सलिना चौधरी ✓
३२] सरिता चौधरी ✓
३३] सरिता महतो ✓
३४] समुना ~~चौधरी~~ क्षेत्री ✓
३५] सन्ध्या चौधरी ✓
३६] सृष्टिना चौधरी ✓
३७] सिजल महतो ✓
३८] सिमरन तमाङ ✓
३९] सुजिन न्यौपाने ✓
४०] सुजन कुमाल ✓
४१] स्वस्तिका गुरुङ ✓
४२] सुनिल सापकोटा •
४३] विशेष पाण्डे ✓
४४] विश्वास खतिवडा ✓

निर्णयहरु

नि. नं. १] प्रस्ताव नं. १ माथि छलफल गर्दा स्थानिय सरोकारवालाहरुको आवश्यकता चाहाना र अभिभावकहरुको सहभागितामा विद्यालयको सेटोफेटीमा रहने गरि स्थानिय पाठ्यक्रम निर्माण गरी २०% स्थानिय पाठ्यक्रम योजनामा व्यवसायीक केरा खेतीलाई समावेश गरी ब्रिटिस काउन्सिल लैनचौर काठमाण्डौमा पेश गर्ने निर्णय गरियो। विद्यार्थीहरुलाई परियोजना सम्बन्धमा जानकारी गराउने निर्णय गरियो।

नि. नं. २] यस पदमपुर क्षेत्रमा लगाइने व्यवसायिक केरा खेतीलाई ब्रिटिस काउन्सिलमा पेश गरिएको कार्य परियोजना कृषि- व्यवसायी केरा खेतीको सिकाइ उपलब्धी हासिल गर्न गरी पाठ्य वस्तु तयार गर्ने निर्णय गरियो।

नि. नं. ३] प्रस्ताव नं. ३ माथि छलफल गर्दा परियोजनामा समावेश गरिएको कक्षा ४ र ५ का ७८ जना विद्यार्थीहरु र पछि थप भर्ना भएका १४ जना गरी जम्मा

संयुक्त बैठक (कक्षा ४ र ५ का विद्यार्थीहरुसहित)

६२ जना विद्यार्थीहरूलाई १०-१० जना विद्यार्थीहरु रहने गरी ६ समूह र ११-११ जना विद्यार्थीहरु रहने गरी २ समूह निर्माण गर्ने निर्णय गरियो।

समूह नं. १

१) आकाश अधिकारी-५
२) ऐसोर्या महतो -५
३) आकृति चौधरी -५
४) अनिल दोङ -५
५) खुशी अधिकारी -४
६) सोनिका तमाङ -४
७) सलिर मर्दनिया -४
८) युनिक कुमाल -४
९) प्रिस्ना वन -४
१०) पवित्रा श्रेष्ठ -४

समूह नं. २

१) आर्यन तमाङ -५
२) एन्जी चौधरी -५
३) आविका तमाङ -५
४) आविका थापा -५
५) सुस्मिता पन्थ -४
६) सुस्मिता कुमाल -४
७) सुस्मिता थापा -४
८) सिजन चौधरी -४
९) सृजना महतो -४
१०) सृष्टि परियार -४

समूह नं. ३

१) आर्जन दोङ -५
२) आर्जन महतो -५
३) आयुष महतो -५
४) भविष्य चौधरी -५
५) विश्वास खतिवडा-५
६) शिवानी ढकाल-४
७) शिव परियार -४.
८) शक्ति महतो -४
९) सौरभ महतो -४
१०) सादिक्षा चेपाङ -४

समूह नं. ४

१) सिन्तना चौधरी-५
२) विवश महतो -५
३) विपिन महतो -५
४) छवि श्रेष्ठ -५
५) दुर्गा चौधरी -५
६) लक्ष्मण चौधरी-५
७) रिदिमा चौधरी -४
८) रानीकुमारी थारु- ४
९) राजविर चौधरी -४
१०) राज कुमाल -४

समूह नं. ५

१) ~~लक्ष्मण चौधरी~~ -५
२) लक्ष्मी घिमाल -५
३) लिसा पाठे -५
४) मनिसा चौधरी -५
५) मुराद आलम -५
६) रचना परियार-४
७) प्रिन्स पौडेल -४
८) प्रसना सुवेदी- ४
९) प्राप्ती महतो -४
१०) प्रज्वल खड्का-४

समूह नं. ६

१) ~~मुराद आलम~~ ५
२) नविता मगर -५
३) पुष्कर दहाल -५
४) रागेन महतो -५
५) प्रकाश श्रेष्ठ -४
६) नीलु चौधरी -४
७) मन्दिका महतो -४
८) क्रिष्टीना महतो-४
९) खुश्बु कुमारी थारु-४
१०) जेनिशा महतो -४
११) अभिषेक परियार-४

समूह नं. ७

१) राहुल महतो-५
२) रिजिका विक-५
३) रिनेश वि.क.-५
४) रितु चौधरी -५
५) स्मरन खेजवार-४
६) दिपा वोटे -४
७) विएन्सा तिवारी-४
८) अस्मिना घमला-४
९) अलोक मगर -४
१०) साधना चौधरी -५

समूह नं. ८

१) सालिना चौधरी-५
२) समिर चौधरी -५
३) समिर महतो -५
४) समृना क्षेत्री -५
५) सन्देश चौधरी-५
६) सृष्टिना चौधरी-५
७) सिजल महतो -५
८) अस्मि श्रेष्ठ -४
९) अरुण लामा -४
१०) अनिसा परियार -४
११) एलिसा महतो -४

समूह नं. ९

१) सिमन ~~महतो~~ तमाङ -५
२) सुस्मि न्यौपाने -५
३) सुसन कुमाल -५
४) स्वस्तिका गुरुङ -५
५) सुनिल सापकोटा-५
६) विशेष पाण्डे -५
७) एलिना चौधरी -४
८) अभिषेक वि.क. -४
९) अविशा वोटे -४
१०) अभिषेक कोइराला -४
११) आइसा चौधरी -४

कक्षागत गतिविधि (कक्षा ४)

कक्षागत गतिविधि (कक्षा ४)

कक्षागत गतिविधि (कक्षा ५)

कक्षागत गतिविधि (कक्षा ५)

अध्ययन अवलोकन भ्रमण (केरा बगान : हरिकुमार श्रेष्ठ, कालिका-५, हराभरा टोल)

अध्ययन अवलोकन भ्रमण (केरा वगान : हरिकुमार श्रेष्ठ, कालिका-५, हराभरा टोल)

केरा बगानभित्र प्रवेश गर्दै

अध्ययन अवलोकन भ्रमण (केरा बगान : हरिकुमार श्रेष्ठ, कालिका-५, हराभरा टोल)

मालभोग केरा : बजारका लागि तयारी गर्दै

केरा लगाउने तरिका बताउँदै : हरिकुमार श्रेष्ठ

अध्ययन अवलोकन भ्रमण (केरा वगान : हरिकुमार श्रेष्ठ, कालिका-५, हराभरा टोल)

Group Photo of Project Heads in Banner

Project Head with Students in Banner

NEWS REPORT PUBLISHED IN THE NEWSPAPER

पदमपुरको भीमोदय नमूना माविमा एक दिवसिय होल स्कूल एप्रोच तालिम

Kalika Dainik

चितवन । भीमोदय नमूना माविमा ब्रिटिश काउन्सिलको प्राबिधिक सहयोगमा होल स्कूल एप्रोच तालिम कार्यक्रम सम्पन्न भएको छ ।
देशभरका १२१ बिद्यालय मध्ये कालिका नगरपालिकाको भीमोदय नमूना मावि पनि ब्रिटिश काउन्शिलमा छनोट भएको छ । आज कालिका – १ स्थित आप्पा ब्याङ्क्वेटको सभा हलमा भीमोदय नमूना माविले आफ्नो बिद्यालयको पठन पाठन नयाँ शैलीमा संचालन गर्न विद्यालयका ५४ जना शिक्षक/कर्मचारीहरुलाई एक दिवसिय प्रशिक्षण दिएको छ। बिद्यालयले अब निकट समयमा बेलायतको सरकारी बिद्यालय संग सिकाइमा साझेदारी कार्यक्रम संचालन गर्नेछ । बिद्यार्थी र शिक्षकहरु बीच अन्तरदेशीय रुपमा विभिन्न कुराहरुमा सहकार्य हुनेछ । बिद्यालयले आइएसए (ISA) सर्टिफिकेट प्राप्त गर्नका लागि यो वर्ष आबेदन गरेको छ ।

विद्यालयको आफ्नै आयोजनामा तालिम सम्पन्न भएको हो ।तालिम उद्घाटन कार्यक्रमको प्रमूख अतिथि शिक्षा बिकाश तथा समन्वय प्रमूख भूमिलाल सुबेदी रहनु भएको थियो भने अध्यक्षता बिब्यस अध्यक्ष अमृत श्रेष्ठले गर्नु भएको थियो । बिहान ८।३० बजे देखि बेलुका ६ बजे सम्म तालिम संचालन भएको थियो । ब्रिटिश काउन्शिलका बरिष्ट प्रशिक्षक प्राध्यापक तिर्थ कंडेलले प्रशिक्षण दिनु भएको थियो । तालिमको अन्तमा सहभागी सबैलाई प्रमाणपत्र वितरण गरिएको थियो । तालिम वाट सबै शिक्षक कर्मचारीहरु उत्साहित देखिनु भएको छ । अब भीमोदय माविको पठन पाठन ब्रिटिश काउन्शिलको अन्तराष्ट्रिय पद्दतिमा संचालन हुने कुरा प्रधानाध्यापक डा हरिप्रसाद कंडेलले बताउनु भयो । यसै बर्ष देखि स्टाफ नर्स , संगीत शिक्षक र खेल शिक्षकको समेत व्यवस्था गरिएकोले बिद्यालयको अतिरक्त क्रियाकलाप अझ व्यवस्थित हुने कुरा समेत बताउनु भएको थियो ।

ताजा अपडेट

एमालेले विचार, व्यवहार र आचरणको हिसाबले देशलाई मार्गदर्शन गर्छ: अध्यक्ष ओली

नेकपा एमाले रत्ननगर-१० को अध्यक्षमा एकबहादुर जिरेल चयन

देउखुरीमा टाटा सुमो दुर्घटना हुँदा नौ जना घाइते

वाग्मती सफाइ महाअभियान ४ सय ४१ औं हप्तामा

नेकपा एमाले भरतपुर महानगरको सचिवमा अविन घिमिरेको उम्मेदवारी घोषणा

नेकपा एमाले कालिका वडा नं.६ को अध्यक्षमा होमबहादुर गुरुङ चयन

भीमोदय नमूना माविमा अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न

admin December 28th, 2019

चितवन, कालिका नगरपालिका-५ स्थित भीमोदय नमूना माविमा यू.के.एड द्वारा प्रदान गरिने बिद्यालयको गुणस्तर सम्बन्धि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न भएको छ । बिद्यालय ब्यबस्थापन समितिका अध्यक्षतामा सम्पूर्ण शिक्षक, कर्मचारी, बि.व्य.स. पदाधिकारी र शिक्षक अभिभावक संघ बीच शैक्षिक गुणस्तर सम्बन्धमा ब्यापक अन्तरक्रिया गरिएको थियो । कार्यक्रममा ISA कोर्डिनेटर शिक्षक इन्द्रनाथ पौडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का सम्बन्धमा बिषय प्रवेश गराउनुभएको थियो । बिद्यालयका प्रधानाध्यापक डा. हरिप्रसाद कंडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का लागि बिद्यालयले संचालन गर्नु पर्ने ७ ओटा प्रोजेक्टहरु, त्यसका मापदण्डहरु, अवसर र चुनौतिहरु माथि प्रकाश पार्नु भएको थियो । २०२०-२१ का लागि भीमोदय नमूना मावि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA)को प्रतिस्प्रधामा सहभागी हुदैछ । कार्यक्रममा शिक्षकहरुले आ-आफ्नो जिज्ञासाहरु राख्नुभएको थियो । कार्यक्रममा अमृत श्रेष्ठ र उत्तरकुमार अधिकारीले मन्तब्य राख्नु भएको थियो । छलफल पछि प्रधानाध्यापकको नेतृत्वमा १० सदस्सीय ISA व्यवस्थापन तथा कार्यान्वयन समिति गठन भएकोछ ।

बिद्यालयमा सचालन गर्ने प्रोज्र्क्टहरुका लागि ८ जना प्रोजेक्ट हेडहरु छनोट गरिएको छ । आगामी जनवरी १९ भित्र विद्यालायाले ती प्रोजेक्टकोको एक्सन प्लान ब्रिटिश काउन्शिलमा बुझाउनेछ । बिद्यालयले विदेश स्थित ३ ओटा बिद्यालयहरु र एउटा स्थानिय संस्थागत विद्यालय संग पार्टनरसीप प्रोग्राममा कोलाबोरेसन गर्ने छ । एकओटा स्थानिय पाठ्यक्रमा आधारित प्रोजेक्ट, एउटा भाषा सिकाइ सम्बन्धि प्रोजेक्ट र अन्य दुई ईनस्कूल प्रोजेक्टहरु संचालन गर्नेछ । अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) कार्यक्रम संगै भीमोदयका स्टाफ र बिद्यार्थीहरु बेलायतमा गएर प्रोफेशनल डेभलपमेन्टको शेयारिंग गर्ने अवसर प्राप्त गर्नेछन । त्यसै गरि बिदेशी शिक्षक र बिद्यार्थीहरु भीमोदयमा आउने र संगै सिकाइ गर्ने मौका मिल्नेछ । यसवाट भीमोदय माविको ख्याति अन्तराष्ट्रिय स्तरमा बढ्नेछ । यो अवार्ड प्राप्त गर्न १२ महिनाको अवधिमा अघि भनिएका प्रोजेक्टहरुको सफल संचालन हुनु पर्नेछ । ब्रिटिश काउन्शिलले सहजीकरण तथा मुल्यांकन गर्नका लागि भीमोदय माविमा स्कूल एम्बेसडर तोक्ने छ । प्रस्तावित सबै प्रोजेक्टहरु बिद्यार्थीहरुले लीड गर्ने छन् । सबै उमेर र तहका ७५ % भन्दा बढी बिद्यार्थीहरु प्रत्यक्ष रुपमा प्रोजेक्ट कार्यमा सहभागी हुनु पर्नेछ । प्रोजेक्टहरुले ८० % कन्टेन्ट कभरेज गर्नुका साथै एसडीजी गोल संग लिंक भएको हुनु पर्नेछ । सबै प्रोजेक्टमा ईण्टरनेसनल डाइमेन्सन हुनु पर्दछ । यस कार्यक्रमले भीमोदय माविको पठनपाठन युके बिद्यालय मोडेलमा संचालन गर्न गराउन बाध्य बनाउनेछ । यसले गर्दा बिद्यार्थीहरु ग्लोबली ट्यालेन्ट हुने अवसर निर्माण हुने छ ।

ताजा समाचार

NEWS REPORT PUBLISHED IN THE NEWSPAPER

भर्खरको समाचार / समाचार

भीमोदय नमूना माविको ऐतिहासिक इन्टरनेशनल स्कूल अवार्डको यात्रा

६ दिन अगाडि

चितवनको कालिका नगरपालिकामा रहेको सामुदायिक मावि भीमोदय नमुना माध्यमिक विद्यालयले पनि यो वर्षको अक्टुवर महिनामा इन्टरनेशनल स्कूल अवार्ड पाउने दौडको अन्तिम चरणमा रहेको छ । विद्यालयले २०७६ मङ्सिर देखि नै यसका लागि प्रोजेक्ट छनोट, प्रोजेक्ट कोर्डिनेटरहरुको नियुक्ति, विद्यार्थी समुहहरुको निर्माण, ओरिन्टेसन तथा शिक्षक तालिम, international partner स्कूलहरुको खोजि एवं विभिन्न ८ ओटा प्रोजेक्टहरु सँग सम्बन्धित क्रियाकलापहरु संचालन गर्दै आएको छ । यसको लागि काठमाण्डौ स्थित व्रिटिश काउन्सिलले school ambassador को रुपमा उर्वशी खड्का,क्षेत्रीलाइ फेसिलेटर एवं समन्वयकर्ताको जिमेवारी तोकेको छ । यस अघि बिभिन्न चरणमा व्रिटिटिश काउन्सिलले प्रअ र ISA कोर्डिनेटर शिक्षकलाई यस सम्बन्धमा काठमाण्डौ स्थित पार्क होटेलको ज्ञान रिसर्च केन्द्रमा तालिम प्रदान गरेको थियो ।

विद्यालयले यादव न्यौपाने सरको नेतृत्वमाinternational Collaborative projects अन्तर्गत ताइवानको TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL सँग नेपालको एक सिंगे गैंडा संरक्षणको "SAVE ME,I AM IN DANGER" शिर्षकको प्रोजेक्ट, सावित्री भट्टराई मेडमको नेतृत्वमा स्थानीय बोटे जातिका महिला शसक्तिकरणका लागी" WHAT A FAULT BEING A DAUGHTER ? " शिर्षकको प्रोजेक्टमा दिल्ली स्थित PINEWOOD SCHOOL सँग र अजय महतो सरको नेतृत्वमा पाकिस्तान स्थित GOVT GIRLS ELEMENTARI SCHOOL सङ्ग स्थानीय थारु संस्कृति सँग सम्बन्धित "THARU SPINING STICKS " प्रोजेक्ट शिर्षकमा सहक्रियाकलाफारू संचालन गरेको छ ।

यस्तै गरि In- School Project अन्तर्गत विद्यालमा शन्तोष भण्डारी सरको नेतृत्वमा स्कूल सँगै कमाई गर्ने कार्यक्रम च्याउ खेतिको "Room Room any Room for Mushroom!" शीर्षकको प्रोजेक्ट र किशोर श्रेष्ठ सरको नेतृत्वमा हरियाली बिद्यालय हाता बिकास गर्न "Our School, An Eco-friendly School" शिर्षकको प्रोजेक्टमा बिद्यार्थी सहभागितामा बिबिन्न क्रियाकलाफारू संचालन गरेको छ ।

त्यसैगरि 20% Local Curriculum project अन्तर्गत सुबास बिडारी सरको नेतृत्वमा कक्षा ४ र ५ को लागि "कृषि व्यवसाय–केरा खेती" नामको स्थानीय पाठ्यक्रम निर्माण गरि शिक्षण गरिएको छ । Public Private Partnership project अन्तर्गत बिज्ञान शिक्षक गणेश पौडेल सरको नेतृत्वमा स्थानीय संस्थागत बिद्यालय चितवन आवासीय मावि सँग "**Slow SandFiltration**" शिर्षकको प्रोजेक्टमा क्रियाकलापहरू गरिएको छ । विद्यालयले माया लोहनीको नेतृत्वमा ISA मा तल्ला कक्षाहरुको सहभागिता सुनिस्चित गर्न अंग्रेजी भाषा प्रवर्दन गर्ने उदेश्यले अतिरिक्त प्रोजेक्ट अन्तर्गत"Nepalese Students and English Language" शिर्षकमा भाषा सिकाइको क्रियाकलापहरु संचालन गरेको अवस्था छ ।

यी सबै प्रोजेक्टहरुको संचालनमा शिक्षक इन्द्रनाथ पौडेलले ISA –Coordinator को रुपमा महत्वपूर्ण भूमिका निर्वाह गर्नु भएको छ । सबै प्रोजेक्टहरुमा पाठ्यक्रम केन्द्रित क्रियाकलाप,पार्टनर स्कूलहरु सङ्ग सहक्रियाकलाप,दिगो बिकासका लक्ष्यहरूको कार्यान्वयन,शिक्षकहरुको निरन्तर पेशागत विकास,पाठ्यक्रमको अधिकांस क्षेत्रको प्रतिनिधित्व,सबै उमेर र कक्षाका विद्यार्थीहरुको सहभागिता र वर्षभरि नै किर्याकलाप गर्ने मुख्य लक्ष्य रहेको छ ।

पछिल्लो समय सामुदायिक विद्यालय भए पनि भीमोदय नमूना माविले विद्यालयलाई विद्यार्थी केन्द्रित सिकाइमा जोड दिने नीति अवलम्वन गरेको छ । यहि कारणले हालका दिनहरुमा विद्यालयमा अभिभावक र विद्यार्थीको आकर्षण बढ्दो अवस्थामा पुगेको छ । विद्यालयको वर्तमान प्रधानाध्यापक डा.हरिप्रसाद कंडेल र उँहाको टिम विद्यालयमा सिकाइको नयाँ आयाम भित्राउन निरन्तर लागि परिरहेको कुरा त्यहाका अभिभावकहरु खुसि साथ वाताउँछन । विद्यलाका प्रधानाध्यापक डा.हरिप्रसाद कंडेलका अनुसार आगामी महिना विद्यालयले इन्टरनेशनल स्कूल अवार्डको प्रमाण पत्र प्राप्त गर्ने छ । यस संगै वेलायतका बिद्यालयहरु संग भीमोदयले सहकार्य गर्ने अवसरको ढोका खुल्ने छ ।

Municipality Recommendation of the Project

श्री जो जससंग सम्वन्धित छ

मितिः २०७८।०७।०८

विषयः सिफारिस गरिएको सम्बन्धमा ।

प्रस्तुत विषयमा कालिका नगरपालिका अन्तर्गत रहेको श्री भीमोदय माध्यामिक विद्यालयको च. न.५३,मिति २०७८/०७/०७ को प्राप्त पत्र अनुसार कक्षा ४ र ५ को सामाजिक अध्ययन, सिर्जनात्मक कला र शारिरिक शिक्षा अन्तर्गत २०% स्थानीय भारको पाठ्यक्रममा "भिमोदय सेरोफेरो-व्यवसायीक केरा खेति " पाठ्यक्रम निर्माण गरि कार्यान्वयन गरेको व्यहोरा जानकारिको लागि अनुरोध छ ।

नारायाण प्रसाद वाग्ले

उपसचिव

अध्ययन अवलोकन भ्रमणमा सोधिएका प्रश्नहरु:

१) हजुरको शुभ नाम भन्नुहोस् ।
२) केरा खेती कहिलेदेखि थाल्नुभयो ?
३) केरा खेती प्रति तपाई कसरी आकर्षित हुनुभयो ?
४) केरा खेती र अन्य बालीहरूमा के फरक पाउनुभयो ?
५) हजुरले कुन जातहरुको केरा लगाउनु भाछ ?
६) केराबाट के-कति आम्दानी भएको छ ? (सरदर जग्गा अनुसार कति)?
७) पदमपुरमा लगाइने केरा खेतीका बजारहरु कहाँ कहाँ हुन् ?
८) केरा खेतीका लागि विरुवा कसरी तयार गरिन्छ ?
९) केरा खेतीमा कस्ता कस्ता किराहरु र रोगहरु लाग्छन् ?
१०) केरा खेतीका सम्बन्धमा विद्यार्थीहरुलाई तपाईको सुझावहरु केही छन् ?
११) केरा खेती लगाउने तरिकाहरु भन्दिनुस् ।
१२) तपाईकोमा लगाइएको केरा खेती अन्य देशहरुमा पनि गरिन्छ ?
१३) पदमपुर क्षेत्रमा कति क्षेत्रफलमा केरा खेती गरिएको छ ?

भिडियो फुटेज

https://bhimodayass.edu.np/isafile/Subash_Bidari/

(6 Video files are attached in above URL.)

२०% स्थानीय पाठ्यक्रम परियोजनाः व्यवसायिक केरा खेतीको मूल्याङ्कन : २०७८

२०% स्थानिय पाठ्यक्रम परियोजना
व्यवसायिक केरा खेतीको
मूल्याङ्कन २०७८।०७८
लिखित परीक्षा

पू→२० उ.→८

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३०	अरूपा लामा	१८.०
३१	खुशी परियार	१९.०
३२	समिर महतो	१८.०
३३	प्रिन्स चौधरी	१९.०
३४	सिजुन महतो	१९.०
३५	साहित चौधरी	१९.०
३६	निशान चौधरी	१८.५
३७	पुनी थापा	१९.०
३८	एलिसा महतो	१९.०
३९	एलिसा पुडासैनी	१८.०
४०	अविशा बोट	१९.०
४१	प्रतिज्ञा कुमाल	१९.०
४२	सन्ध्या चौधरी	१९.०
४३	दिया बोट	१९.०
४४	प्रकाश श्रेष्ठ	१९.०
४५	अतील राना	१८.५
४६	हमराज खत्री	१८.०
४७	क्रितिना लम्साल	१९.५
४८	पुरुष कु. थारु	१७.०
४९	जोतिसा महतो	१४.५
५०	आयुषा चौधरी	१७.५
५१	रानीकुमारी थारु	१९.५
५२	वर्षा बोट	१४.५
५३	शिवानी ढकाल	१९.५
५४	रचना परियार	१९.५
५५	समिक्षा शर्मा	१९.५
५६	समिर चौधरी	१३.५
५७	प्राप्ती महतो	१७.५
५८	सम्राट बजगाईं	१९.०
५९	अस्मी महतो	१४.०
६०	अनिश परियार	१८.०

२०% स्थानीय पाठ्यक्रम परियोजनाः व्यवसायिक केरा खेतीको मूल्याङ्कन : २०७८

कक्षा – ४!

नामावली	प्राप्ताङ्क २०
१) सिम्रन पौडेल	२०
२) ममता वि.क.	१६.५ ~~२०~~ पुनर्...
३) आर्जन खनाल	२०
४) सृष्टी गुरुङ	२०
५) जीवन.राना	२०
६) युनिका वानिया	१८
७) सुलक्ष लामिछाने	१९
८) स्यालोन गुरुङ	२०
९) गुन्जा चौधरी	२०
१०) अंकिते चौधरी	२०
११) अनिता परियार	२०
१२) अनिशा महतो	१९
१३) आर्जु पन्त	१६
१४) नवराज घिमिरे	१८
१५) सुहानी माझी	२०
१६) इशा महतो	२०
१७) सागर पौडेल	२०
१८) सिर्जना बस्नेत	२०
१९) आकृती महतो	१९
२०) प्रिन्सा चौधरी	२०
२१) लखन चौधरी	२०
२२) इलिका चौधरी	२०
२३) अनुप थापा	२०
२४) राज मगर	२०
२५) लक्किष चौधरी	२०
२६) अनिस अधिकारी	२०
२७) संगीता परियार	२०
२८) प्रतिक्षा भण्डारी	१८
२९) अन्शु राउत क्षत्री	२०

कक्षा – ४

क्र.स.	नामावली	प्राप्ताङ्क
३१	प्रिन्ज बोट	१९.५
३२	मनिषा गुरुङ	२०
३३	अर्पिन महतो	२०
३४	रुसेन्त चौधरी	२०
३५	सोविते बोट	२०
३६	स्मृति चौधरी	२०
३७	खुशी चौधरी	१८
३८	मोरिसा	१८
३९	शिशिर चौधरी	१७
४०	नविन चौधरी	१९
४१	साइमन गुरुङ	१८
४२	अलपना महतो	२०
४३	मोनिका महतो	२०
४४	दिपिका अधिकारी	१७
४५	इसा चौधरी	२०
४६	किजल चौधरी	२०
४७	सरगम खनाल	२०
४८	अनुष्का ओली	२०
४९	आयुष चौधरी	१९

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ४)

२०% स्थानीय पाठ्यक्रम परियोजनाः व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ४)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ४)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ४)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ४)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ५)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ५)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ५)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ५)

२०% स्थानीय पाठ्यक्रम परियोजनाः व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ५)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ५)

२०% स्थानीय पाठ्यक्रम परियोजना: व्यवसायिक केरा खेतीको मूल्याङ्कन : उत्तरपुस्तिका (कक्षा : ५)

BC Evaluation form

ISA Parent/ Guardian Activity Evaluation Form

No of activity		Title of activity	व्यवसायीक केरा खेती
Your name	सर्मिला थापा		
Your child's name	आशिका थापा		
Class	५		

Please comment on the impact this activity has had on your child and in your local community.

केरा व्यवसाय र खेतीको बारेमा चासो बढ्दो र कृषि पेशा र कार्यप्रती सकारात्मक सोचको विकास भएको छ ।

If you have been directly involved in this activity what impact did it have on you?

यदी म प्रत्यक्ष सहभागी हुन्थें भने केरा खेती प्रति थप ज्ञान र तालिम प्राप्त हुने अवसर पाउने थिंए ।

Any other comments? You may like to mention how this activity can be improved in future

यो गतिविधी र क्रियाकलापहरू पुर्ण रूपमा सफल र सकारात्मक रहेको छ र आउँदा दिनहरूमा पनि यस्ता परियोजनाहरू निरन्तररूपमा हुनुपर्दछ ।

ISA Pupil Evaluation Form

No of activity		Title of activity	व्यवसायीक केरा खेती
Your name	आशिका थापा		
Your age	10		
Class	5		

What have you enjoyed most about this activity? What did you like best?

केरा खेतीको बगान घुम्न जांदा एकदम रमाइलो लाग्यो ।

What new ideas or information have you learned from this activity?

केराको बोटबाट कपडा बन्ने कुराको भिडियो हेर्दा बोट पनि काम लाग्छ भन्ने कुरा थाहा भयो ।

What have you enjoyed least or encountered difficulty with?

- केरा खेतीको बगैंचा व्यवस्थापन गर्ने तरिकाहरु अलि गाह्रो लाग्यो ।

What would you like to change if you did this activity again?

- धेरै भिडियो हेर्दै र सिक्दै जाने
- पदमपुर बाहेक अरु ठाँउको भ्रमण गर्ने ।

BC Evaluation form

ISA Teacher Evaluation Form

No of activity		Title of activity	Banana farming
Your name	Santosh Bhandari		

What impact has this activity had on the pupils involved (at your school or in your local community)?

- Student learn the practices of banana farming.
- fertilizer application, Removal of banana suckers. plantantion of plantlets, irrigation practices, harvesting

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

- Teaching learning skills developed.
- Learning behaviour of banana farming ~~do~~ by all the staff of the school.
- Learn & learn activity.

Comment on the impact this activity has had on the school generally.

- ~~Earn learn same outcome~~
- Income generation.
- It helps to change the student & teacher learning activity

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

The most effectivity activity of this project is land management & market management. & there least ~~effective part is~~ is no any least effective part of this project.

ISA Visitor Evaluation Form

No of activity	५	Title of activity	व्यवसायीक केरा खेती
Your name	नारायण व. भट्टराई (वि. व्य. स. पूर्व अध्यक्ष)		

Please comment on the impact this activity has had on the pupils involved.

⇒ यस कार्यक्रमले विद्यार्थीहरुमा कृषि प्रतिको सकरात्मक धारणा बनेको छ/ कार्यक्रममा उनिहरुको उत्साहजनक सहभागिता रहेको छ/ विद्यार्थीहरुले रमाइलो मानेको छन/

Please comment on the impact this activity has had on you.

⇒ मैले विद्यालयलाई हेर्ने दृष्टिकोणमा सकारात्मक परिवर्तन गराइदिएको छ/
⇒ विद्यार्थीहरुलाई कृषि कार्यक्रम प्रति आकर्षण गर्न विद्यालय यो कार्यक्रम संचालन गर्दा म मात्र नभई समग्र अभिभावक - हरु रमाएका छन, खुशी भएका छन र विद्यालय प्रति सकारात्मक छन/

Please comment on the impact this activity has had on the school generally.

⇒ विद्यालयलाई प्रयोगात्मक र व्यवहारिक शिक्षा गर्न जोड दिएको छ/
⇒ सिकाइलाई अन्तरक्रियात्मक बनाएको छ/ (विद्यार्थी-शिक्षक, विद्यार्थी-कृषक-शिक्षक)
⇒ सिक्दै कमाउँदै कार्यक्रम र गुणस्तरीय शिक्षा प्रदान गर्न सहयोग गरेको छ/

If you have any suggestions for how to improve this activity, please comment here.

⇒ यस कार्यक्रमलाई निरन्तरता दिनु पर्दछ/
⇒ स्थलगत भ्रमणमा जोड दिई विद्यार्थीहरुमा थप उर्जा प्रदान गर्नु पर्दछ/

भीमोदय माध्यमिक विद्यालय विद्यार्थीहरूको चौतर्फी विकास र गुणस्तरीय शिक्षाका लागि अहोरात्र जुटिरहेको छ । यसै सन्दर्भमा भीमोदयमा गरिने गतिविधिहरूलाई अन्तर्राष्ट्रिय आयाम थप्नका लागि विद्यालयले ब्रिटिस काउन्सिलको आईएसए कार्यक्रममा भाग लिई यस व्यवसायिक केरा खेती परियोजना संचालन गरेको छ । यस परियोजनाको संयोजकको रुपमा मलाई छनौट गर्नुभएकोमा विद्यालय प्रशासन र विद्यालय व्यवस्थापन समितिलाई धन्यवाद ज्ञापन गर्दै आफु निकै गौरवान्वित भएको महसुस गरेको छु ।

सुवास विडारी

यस परियोजना संचालनको क्रममा कक्षा ४ र ५ का विद्यार्थीहरू र उहाँका अभिभावकहरूसँगै पदमपुर क्षेत्रमा लामो समयदेखि व्यवसायिक रुपमा केरा खेती गर्नुहुने किसानहरूसँगको प्रत्यक्ष भेटघाट र छलफल गर्न पाउँदा म मा एउटा छुट्टै आयाम थपिएको छ । जसका लागि सरोकारवाला सबैमा हार्दिक आभार प्रकट गर्दछु । विद्यार्थीहरूलाई अध्ययन अवलोकन भ्रमण गर्न लैजाँदा ज्यादै महत्वपूर्ण व्यवहारिक शिक्षा दिई विद्यार्थीहरूलाई सहजीकरण गर्नुहुने अभिभावक एवं व्यवसायिक केरा खेती गर्नुहुने किसान श्री हरिकुमार श्रेष्ठज्यूलाई विशेष धन्यवाद दिन चाहन्छु ।

विद्यालयले नेपाल सरकारले निर्धारण गरेको पाठ्यक्रमका साथै २०% स्थानीय पाठ्यक्रम परियोजना - व्यवसायिक केरा खेतीको कार्यक्रम संचालन गरेको छ । यस कार्यक्रमले कक्षा ४ र कक्षा ५ मा अध्ययनरत विद्यार्थीहरूमा सकारात्मक परिवर्तन गरेको छ । विद्यार्थीहरूमा विद्यालय आउने, गृहकार्य गर्ने कार्यबाहेक आफ्नो अभिभावकहरूले गरेका बालीहरूको अवलोकन गर्ने, सोधपुछ गर्ने, सहयोग गर्न अघि बढ्ने जस्ता व्यवहारको विकास भएको छ । आफ्ना वरपर भएका केराका बगानहरू अवलोकन गर्दै ती केराहरू कसरी उत्पादन गर्दा रहेछन्, अन्य खेती र केरा खेती बीचको फरक के हो ? प्रश्न गर्ने, यसका फाइदाहरूमा चासो दिई छलफलमा भाग लिने गरेका छन् । यसले विद्यार्थीहरूमा सोच्न सक्ने क्षमताको विकास भएको पाईन्छ । केराको बजार कहाँसम्म छ, नेपालबाहेक अन्य कहाँ कहाँ यसको खेती गरिन्छ, यसका बारेमा जानकार हुन खोज्ने बानीको विकास हुँदै गएको छ । विद्यार्थीहरूलाई सैद्धान्तिक अध्ययन मात्र नभई अध्ययन अवलोकन र श्रव्यदृश्य सामाग्री प्रदर्शन गरी कार्यक्रम गरेका कारण रमाईलो मानी सक्रिय रुपमा सहभागी भए । जसका कारण यस कार्यक्रम संचालन गर्न मलाई सहज हुन पुग्यो ।

यसले गुणस्तरीय शिक्षा (एसडिजी गोल - ४) प्रदान गरेको छ । अन्तमा यो परियोजना संचालनको क्रममा प्रत्यक्ष तथा अप्रत्यक्ष रुपमा सहयोग गर्नुहुने सम्पूर्णमा धन्यवाद ज्ञापन गर्न चाहन्छु ।

THANK YOU

Project Title :
"Room Room any Room for Mushroom"

Project Head- Santosh Bhandari

ISA Co-Ordinator - Indranath Paudel

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan, Nepal

Action Plan No. 6

Project 6	Room Room any Room for Mushroom! Mushroom farming is one of the immense potential crops which could trigger young generation towards its production. It is the high valued crops in terms of both food & medicine with low cost production technology. It cannot only attract the youth but also small holder farms to get high return with in short time interval. Agro climatic variation in Nepal is born for mushroom farming as it can be cultivated in almost all ecological area. Mushroom is considered to be complete health food & suitable for all age groups ,child to aged people as it contains all nutrient element required for human desired proportion.
Type:	In School programme with international dimension
SDG focus:	Goal 8: Decent work and Economic Growth Focus: Entrepreneurship and growth of small and medium sized enterprises. Goal: Zero hunger Focus: Nutrition
Learning Outcomes	At the end of the project the students will be able to:- • Identify and explain the different types of mushroom cultivated in Padampur Village. • Explain the process of cultivating mushrooms. • Compare different types of mushroom found in Nepal and China. • Prepare varieties of mushroom dishes and explain the nutritional value in mushrooms. • Enlist the risks that occur during mushroom farming .
Activities	1) Orientation is provided to students about the project. 2) Students will collect information from the internet and make posters of different mushrooms both edible and non-edible found in Kalika, Padampur and explain them to other students and teachers in the school assembly. 3) The agriculture officer from Kalika Municipality will give a presentation about mushroom farming. 4) Students will prepare a questionnaire with the support of teachers based on the information received from the agriculture officer. 5) Then students will visit the local mushroom farming field and get information from the farmers using the very questionnaire. 6) Students, with the support of their teachers, will grow mushrooms in a dark room nearby school. 7) Students will visit the room to keep a record of mushroom growth and irrigate when necessary 8) They will explain about the procedure of mushroom farming and its probable risks while growing and using mushroom in the school assembly using the posters and information collected. 9) Students will browse the Internet and informed about mushroom farming in China and compare it with that of Kalika municipality. 10) Students will prepare a comparison report with some graphical representation like pie chart in order to show the proportion of mushroom grown in Nepal & China and its consumption. 11) Students will pick the mushroom themselves and cook different dishes of mushroom and serve them in pots along with their nutritional value.

Action Plan No. 6 (Cont.)

Month and duration of activity	Mid February 2020 to September 2021
Classes / no. Of pupils involved	Class 8 and 10 / 50 students
Countries covered	Nepal and China
Subjects covered with curriculum link	1) Plant science : Mushroom cultivation of Grade 10 2) PBTE : Cash Crops of Grade 8
Teachers responsible	Santosh Bhandari, Kishor Shrestha, Suman Paudel & Sarada Kumari Kharel
Evaluation methods	• Field visit • Mushroom growth report • Mushroom Preparation • BC evaluation form • Questionnaire • Posters of presentation in the assembly • Students Evaluation answer sheets
Evidences	• Photographs, • Videos • Students Feedback • News Report • Students Evaluation Answer Sheet • Mushroom growth and comparison • BC Evaluation form

Activity Cover Sheet

ACTIVITY COVER SHEET

6
Activity Number

School Name: Shree Bhimodaya Model Secondary School

Title of Activity:	Room Room any Room for Mushroom
Teacher responsible:	Mr. Santosh Bhandari
Other staff Involved:	Kishor Shrestha, Suman Poudel, Sharda Kumari Kharel
Subjects Involved:	Industrial Entomology and Mushroom Cultivation, Plant protection, PBTE
Brief details of The aim, content and outcomes of the activity	**Aim:** It is aimed to make the students to learn mushroom farming practically. **Activities:** Orientation of the project Discussion on Mushroom Farming Field visit to the local Mushroom Farm Project Overview Cut straw into small pieces of 2-3 cm length, fill it in a gunny bag & soak in water for 8-10 hours. Sterilize the straw by sterilization method. Fill the drained, cooled, sterilized straw along with spawn in polythene bag in alternative layers. While filling straw, First layer 8-10 cm. Spawn is then crushed & spread on the straw layer, move on the periphery & less in the centre of the bag.

	Similarly fill the second layer of straw & spawn. Fill 4-5 layers in the bag by pressing down the straw Cover the last layer with straw & tie the mouth of the bag & make a hole on bag to allow aeration. Keep these bags on recues. In 15-21 days the straw bed is covered with mycelium (Cottony white). Discard bags, which fail to turn white or show patches of black or green mould. Now cut open the bag & start sprinkling water on the beds thrice a day to keep the bed moist. Do not allow to dry. In 3-4 days, small pin heads appears they mature in 2-3 days. First harvest of mushroom develops in 25-30 days. Establishment of Mushroom Tunnel.
	Outcomes: Regular income throughout the year. Small holder farmer to get high return within short time interval Strengthen livelihood through the generation of fast yielding. Field visit to the mushroom farming enhances student ability of sustainable learning by seeing, experiencing and doing by themselves. Supply of nutritious sources of food. To empower rural communities with entrepreneurial skills through the production and sale of mushroom. To increase the production & consumption of mushrooms. To help create new employment opportunities for rural women and youth through the mushroom cultivation.
Period of the activity:	2020-02-09 to 2020-05-09
Number of pupils in the school involved in this activity	100 pupils
Age of pupils involved	10-18 years
Copies of evidence included:	BC Evaluation form, Teacher reports, Feedback Photographs, Presentation

Number and type of evaluation forms included	Pupil	Teacher	Parent	Visitor
	1	1	1	

Orientation of the Project

बैठक नं. १

बैठक अध्यक्षता :- श्री सन्तोष भण्डारी

विशेष उपस्थिति :-

श्री इन्द्रनाथ पौडेल (ISA Co-ordinator)

श्री शिवप्रसाद सापकोटा (ISA Member)

श्री सुवास त्रिपाठी

श्री गणेश पौडेल

श्री माया लोहनी

श्री नुतन वाग्ले

श्री किशोर श्रेष्ठ

श्री रिजन के.सी.

मिति :- (२०२०/०२/०२ इ.सं.)

प्रस्तावहरु

१] च्याउ खेती परियोजना सम्बन्धमा
२] कोठा-कोठामा गरिने व्यवसायिक च्याउ खेती सम्बन्धमा
३] समूह निर्माण गर्ने सम्बन्धमा

उपस्थिति

१] कक्षा शिक्षक :- सन्तोष भण्डारी
२] कक्षा शिक्षक :- किशोर श्रेष्ठ

विद्यार्थीहरुको उपस्थिति

१] सचिन पौडेल
२] सलिक्षा चौधरी १० ✓
३] एलिज्मा चौधरी १० ✓
४] विशाल क्षेत्री १० ✓
५] सुमन चापागाई " ✓
६] सुलक्ष गुरुङ " ✓
७] रश्मी श्रेष्ठ " ✓
८] प्रियंका चौधरी " ✓
९] रिजु चौधरी " ✓
१०] निशा चौधरी " ✓
११] सन्ध्या मर्दनिया १० ✓
१२] अनिशा यादव " ✓
१३] रोविश्मा थापा " ✓
१४] रिविसा पछिल्ला " ✓
१५] प्रथम तमाङ - १० ✓
१६] हृमनारायण चौधरी - ९ ✓
१७] प्रदिप महतो - ९ ✓
१८] मुस्किा वानिया - ९ ✓
१९] संगीता गुरुङ " ✓
२०] हिमाया गुरुङ " ✓
२१] स्मृति पाण्डे " ✓
२२] प्रोत्टि अधिकारी " ✓
२३] विपाशा श्रेष्ठ " ✓
२४] मुस्कान तमाङ " ✓
२५] निशान तमाङ " ✓
२६] हेमराज पौडेल " ✓
२७] जनकराज पौडेल " ✓
२८] अनिता मगर " ✓
२९] पालिना महतो " ✓
३०] एलिसा महतो " ✓
३१] वन्दना भण्डारी " ✓
३२] पुजा भण्डारी " ✓
३३] दृष्टि फुयाल " ✓
३४] आर्जन वनाल " ✓
३५] प्रितम दोङ " ✓
३६] सम्भल घिमिरे " ✓
३७] आयुशा पछिल्ला " ✓
३८] निलिमा घिमिरे " ✓
३९] पूर्णिमा घिमिरे " ✓
४०] आदित्य चौधरी " ✓
४१] एलकत चौधरी " ✓
४२] विवेद महतो " ✓
४३] गारिमा चौधरी " ✓

निर्णयहरु

१] प्रस्ताव नं. १ माथि छलफल गर्दा यस श्रीमोदय माध्यमिक विद्यालयले ब्रिटिश काउन्सील अन्तर्गत ISA (International School Award) कार्यक्रममा भाग लिई परियोजना नं. ६- "च्याउ खेती" संचालन गर्न लागेको छ। कृषि कार्यक्रम अन्तर्गत कक्षा-९ र १० का विद्यार्थीहरुलाई समेटेर यो परियोजना संचालन गर्ने निर्णय गरियो।

२] प्रस्ताव नं. २ माथि छलफल गर्दा पढ्दै र कमाउँदै गर्न सकिने यो परियोजना नं.:- ६ च्याउ खेतीको शीर्षक "कोठा-कोठामा च्याउ खेती" (Room Room any Room for mushroom) राख्ने निर्णय गरियो।

३] प्रस्ताव नं. ३ माथि छलफल गर्दा यस परियोजना संचालन गर्न सहज बनाउन तपसिलमा उल्लेखित ३ वटा समूह निर्माण गर्ने निर्णय गरियो।

समूह नं. १	समूह नं. २	समूह नं. ३
१] सचिन पौडेल	सलिक्षा चौधरी	एलिज्मा चौधरी
२] विशाल क्षेत्री	सुमन चापागाई	सुलक्ष गुरुङ
३] रश्मी श्रेष्ठ	प्रियंका चौधरी	रिजु चौधरी
४] निशा चौधरी	सन्ध्या मर्दनिया	अनिशा यादव
५] रोविश्मा थापा	प्रथम तमाङ	हृमनारायण चौधरी
६] प्रदिप महतो	मुस्किा वानिया	संगीता गुरुङ
७] हिमाया गुरुङ	स्मृति पाण्डे	प्रोत्टि अधिकारी
८] विपाशा श्रेष्ठ	मुस्कान तमाङ	निशान तमाङ
९] हेमराज पौडेल	जनकराज पौडेल	अनिता मगर
१०] पालिना महतो	एलिसा महतो	वन्दना भण्डारी
११] पुजा भण्डारी	दृष्टि फुयाल	आर्जन वनाल

साथै कक्षा - ६ देखि १० सम्मका अन्य विद्यार्थीहरुलाई सहभागी गराउदै परियोजना सफलतापूर्वक संचालन गर्ने निर्णय गरियो।

Discussion on Mushroom Farming

Field Visit to the Local Mushroom Farm

Project Overview :

Removal of straw wastes

Cutting the straw into
2-3 cm with the help of machine

Water soaked for one fortnight
and cleanness of straw

Collection of straw in Gunny bags

Left Steaming for 2 hours

Use of lime powder to sanitize room

Removal of gunny bags from the drum

Packaging of straw with spawn

Final packaging of mushroom ready to stored

Make a pencil size hole in all side for proper aeration

Storing polybags in dark room for 21 days

Removal of plastic from straw ball

Growth of Mycellium

Ready to Harvest Mushroom

Irrigation and Harvesting

Challenging Part

Lack of availability of resources at proper time.
Infestation of insects and diseases and their management.

Use of neem based pesticides for the control of flies

(Green Mould Observed) Isolation of the infected mushroom ball

Group Photo of Project Heads in Banner

Project Head with Students in Banner

Income after Selling of Mushroom by Student

ISA Project : 6 (Mushroom farming)

यस श्री भिमोदय मा.वि. कार्तिक - ०५ मा उत्पादित ISA परियोजना अन्तर्गत च्याउ उत्पादन कार्यक्रमबाट उत्पादित च्याउको बिक्री वितरण गरिएको सुचि गरिएको छ।

च्याउको मूल्य सुची

पराले च्याउको प्रति के.जी. मूल्य रु. १००/-

क्र.स.	ग्राहकको नाम	के.जी.	मूल्य	कैफियत
१.	ठाकुर लामिछाने	१/२ के.जी.	५०/-	paid
२.	बलराम घिमिरे	१/२ के.जी.	५०/-	paid
३.	यशोदा अधिकारी	"	५०/-	paid
४.	मोतिलाल सर	"	५०/-	paid
५.	पोष्टराज सर	"	५०/-	paid
६.	गणेश सर	४५० gm	४५/-	paid
७.	सुबास सर	५०० gm	५०/-	paid
८.	सचिन पौडेल	५०० gm	५०/-	paid
९.	एलिजा चौधरी	५०० gm	५०/-	paid
१०.	प्रदिप सर	५०० gm	५०/-	paid
११.	डा. हरि प्र. कंडेल	४०० gm	५०/-	paid
१२.	इन्द्र प्रसाद अधिकारी	५०० gm	५०/-	paid
१३)	राम रेग्माल	३५० gm	६३/-	paid

News report

Mushroom Farming in Community School in collaboration with British council

Bhimodaya Model Secondary School Kalika-5, Padampur Chitwan has started mushroom farming in collaboration with British council in school program to obtain International school Award in 2020/2021. It is one of the immense potential crops which could trigger youth generation towards its production. The way the school children are taking to the growing of mushroom not only to supplement their income but also learn about agriculture should be worth emulating by other schools as well. 6th to 10th grade more than 100 students of Bhimodaya and their parents are involved to complete this project. They have been so successful that other schools in the vicinity are impressed. This project simply focuses on three sustainable goals i.e., Good health & wellbeing, Decent work and economic growth and No poverty.

Students and teachers of Bhimodaya Model Secondary School are using their free time to engage in this fruitful venture which has managed to reap in rich dividends. They are using the available space and rooms for this purpose. People from the neighborhood flock in to buy the mushroom and the venture by all accounts is flourishing by leaps and bounds. The climate of the vicinity is is very favorable for the cultivation of mushroom which the school children have been able to catch upon. The school and the children deserve accolades for coming up with the brilliant idea in the first place, and here is hoping that their initiative will flourish. While the young children were involved in this project they were able to gain deeper knowledge. Furthermore, they got the knowledge of solving any problem critically, collaborate and communicate with the stakeholders and they could interact to each other using virtual medium to develop their digital literacy. Moreover, student enhance their leadership power and personality development creatively and imaginatively thinking that they are global citizens.

The duration of activity to finish this project was three months. During this time bound they have done various activities.

News Report Published in the Newspaper

साथै ब्याज र रु.६० Bonus प्राप्त गर्नुहोस्।

होमपेज | राष्ट्रिय समाचार | मध्य नेपाल | अर्थ/पर्यटन | कला/मनोरञ्जन/फिल्म | अन्तर्वार्ता/विचार | खेलकुद | अन्तर्राष्ट्रिय/प्रवास | ENGLISH | अन्य

नेकपा एमाले चितवन जिल्ला कमिटी बैठक # राष्ट्रिय प्रजातन्त्र दिवस आज

पदमपुरको भीमोदय नमूना माविमा एक दिवसिय होल स्कूल एप्रोच तालिम

Kalika Dainik

चितवन । भीमोदय नमूना माविमा ब्रिटिश काउन्सिलको प्राबिधिक सहयोगमा होल स्कूल एप्रोच तालिम कार्यक्रम सम्पन्न भएको छ ।
देशभरका १२१ बिद्यालय मध्ये कालिका नगरपालिकाको भीमोदय नमूना मावि पनि ब्रिटिश काउन्शिलमा छनोट भएको छ । आज कालिका – १ स्थित आप्पा ब्याङ्क्केटको सभा हलमा भीमोदय नमूना माविले आफ्नो बिद्यालयको पठन पाठन नयाँ शैलीमा संचालन गर्न विद्यालयका ५४ जना शिक्षक/कर्मचारीहरुलाई एक दिवसिय प्रशिक्षण दिएको छ। बिद्यालयले अब निकट समयमा बेलायतको सरकारी बिद्यालय संग सिकाइमा साझेदारी कार्यक्रम संचालन गर्नेछ । बिद्यार्थी र शिक्षकहरु बीच अन्तरदेशीय रुपमा विभिन्न कुराहरुमा सहकार्य हुनेछ । बिद्यालयले आइएसए (ISA) सर्टिफिकेट प्राप्त गर्नका लागि यो वर्ष आबेदन गरेको छ ।

विद्यालयको आफ्नै आयोजनामा तालिम सम्पन्न भएको हो ।तालिम उद्घाटन कार्यक्रमको प्रमूख अतिथि शिक्षा बिकाश तथा समन्वय प्रमूख भूमिलाल सुबेदी रहनु भएको थियो भने अध्यक्षता बिब्यस अध्यक्ष अमृत श्रेष्ठले गर्नु भएको थियो । बिहान ८।३० बजे देखि बेलुका ६ बजे सम्म तालिम संचालन भएको थियो । ब्रिटिश काउन्शिलका बरिष्ट प्रशिक्षक प्राध्यापक तिर्थ कंडेलले प्रशिक्षण दिनु भएको थियो । तालिमको अन्तमा सहभागी सबैलाई प्रमाणपत्र वितरण गरिएको थियो । तालिम वाट सबै शिक्षक कर्मचारीहरु उत्साहित देखिनु भएको छ । अब भीमोदय माविको पठन पाठन ब्रिटिश काउन्शिलको अन्तराष्ट्रिय पद्दतिमा संचालन हुने कुरा प्रधानाध्यापक डा हरिप्रसाद कंडेलले बताउनु भयो । यसै बर्ष देखि स्टाफ नर्स , संगीत शिक्षक र खेल शिक्षकको समेत व्यवस्था गरिएकोले बिद्यालयको अतिरक्त क्रियाकलाप अझ व्यवस्थित हुने कुरा समेत बताउनु भएको थियो ।

ताजा अपडेट

एमालेले विचार, व्यवहार र आचरणको हिसाबले देशलाई मार्गदर्शन गर्छ: अध्यक्ष ओली

नेकपा एमाले रत्ननगर-१० को अध्यक्षमा एकबहादुर जिसी चयन

देउखुरीमा टाटा सुमो दुर्घटना हुँदा नौ जना घाइते

बाग्मती सफाइ महाअभियान ४ सय ४१ औं हप्तामा

नेकपा एमाले भरतपुर महानगरको सचिवमा अश्विन थिमिरेको उम्मेदवारी घोषणा

नेकपा एमाले कालिका वडा नं.६ को अध्यक्षमा होमबहादुर गुरुङ चयन

गृहपृष्ठ | प्रदेश | राजनीति | समाज | अर्थ | शिक्षा | समाचार | खेल | अन्तर्राष्ट्रिय | अन्य

भीमोदय नमूना माविमा अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न

admin December 28th, 2019

चितवन, कालिका नगरपालिका-५ स्थित भीमोदय नमूना माविमा यू.के.एड द्वारा प्रदान गरिने बिद्यालयको गुणस्तर सम्बन्धि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न भएको छ । बिद्यालय ब्यबस्थापन समितिका अध्यक्षतामा सम्पूर्ण शिक्षक, कर्मचारी, बि.व्य.स. पदाधिकारी र शिक्षक अभिभावक संघ बीच शैक्षिक गुणस्तर सम्बन्धमा ब्यापक अन्तरक्रिया गरिएको थियो । कार्यक्रममा ISA कोर्डिनेटर शिक्षक इन्द्रनाथ पौडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का सम्बन्धमा बिषय प्रवेश गराउनुभएको थियो । बिद्यालयका प्रधानाध्यापक डा. हरिप्रसाद कंडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का लागि बिद्यालयले संचालन गर्नु पर्ने ७ ओटा प्रोजेक्टहरु, त्यसका मापदण्डहरु, अवसर र चुनौतिहरु माथि प्रकाश पार्नु भएको थियो । २०२०-२१ का लागि भीमोदय नमूना मावि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA)को प्रतिस्प्रधामा सहभागी हुदैछ । कार्यक्रममा शिक्षकहरुले आ-आफ्नो जिज्ञासाहरु राख्नुभएको थियो । कार्यक्रममा अमृत श्रेष्ठ र उत्तरकुमार अधिकारीले मन्तब्य राख्नु भएको थियो । छलफल पछि प्रधानाध्यापकको नेतृत्वमा १० सदस्सीय ISA व्यवस्थापन तथा कार्यान्वयन समिति गठन भएकोछ ।

बिद्यालयमा सचालन गर्ने प्रोज्र्क्टहरुका लागि ८ जना प्रोजेक्ट हेडहरु छनोट गरिएको छ । आगामी जनवरी १९ भित्र विद्यालायाले ती प्रोजेक्टकोको एक्सन प्लान ब्रिटिश काउन्शिलमा बुझाउनेछ । बिद्यालयले विदेश स्थित ३ ओटा बिद्यालयहरु र एउटा स्थानिय संस्थागत विद्यालय संग पार्टनरसीप प्रोग्राममा कोलाबोरेसन गर्ने छ । एकओटा स्थानिय पाठ्यक्रमा आधारित प्रोजेक्ट, एउटा भाषा सिकाइ सम्बन्धि प्रोजेक्ट र अन्य दुई ईनस्कूल प्रोजेक्टहरु संचालन गर्नेछ । अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) कार्यक्रम संगै भीमोदयका स्टाफ र बिद्यार्थीहरु बेलायतमा गएर प्रोफेशनल डेभलपमेन्टको शेयरिंग गर्ने अवसर प्राप्त गर्नेछन । त्यसै गरि बिदेशी शिक्षक र बिद्यार्थीहरु भीमोदयमा आउने र संगै सिकाइ गर्ने मौका मिल्नेछ । यसवाट भीमोदय माविको ख्याति अन्तराष्ट्रिय स्तरमा बढ्नेछ । यो अवार्ड प्राप्त गर्न १२ महिनाको अवधिमा अघि भनिएका प्रोजेक्टहरुको सफल संचालन हुनु पर्नेछ । ब्रिटिश काउन्शिलले सहजीकरण तथा मुल्यांकन गर्नका लागि भीमोदय माविमा स्कूल एम्बेसडर तोक्ने छ । प्रस्तावित सबै प्रोजेक्टहरु बिद्यार्थीहरुले लीड गर्ने छन् । सबै उमेर र तहका ७५ % भन्दा बढी बिद्यार्थीहरु प्रत्यक्ष रुपमा प्रोजेक्ट कार्यमा सहभागी हुनु पर्नेछ । प्रोजेक्टहरुले ८० % कन्टेन्ट कभरेज गर्नुका साथै एसडीजी गोल संग लिंक भएको हुनु पर्नेछ । सबै प्रोजेक्टमा ईण्टरनेसनल डाइमेन्सन हुनु पर्दछ । यस कार्यक्रमले भीमोदय माविको पठनपाठन युके बिद्यालय मोडेलमा संचालन गर्न गराउन बाध्य बनाउनेछ । यसले गर्दा बिद्यार्थीहरु ग्लोबली ट्यालेन्ट हुने अवसर निर्माण हुने छ ।

ताजा समाचार

News Report Published in the Newspaper

भर्खरको समाचार / समाचार

भीमोदय नमूना माविको ऐतिहासिक इन्टरनेशनल स्कूल अवार्डको यात्रा

६ दिन अगाडि

चितवनको कालिका नगरपालिकामा रहेको सामुदायिक मावि भीमोदय नमुना माध्यमिक विद्यालयले पनि यो वर्षको अक्टुवर महिनामा इन्टरनेशनल स्कूल अवार्ड पाउने दौडको अन्तिम चरणमा रहेको छ । विद्यालयले २०७६ मङ्सिर देखि नै यसका लागि प्रोजेक्ट छनोट, प्रोजेक्ट कोर्डिनेटरहरुको नियुक्ति, विद्यार्थी समुहहरुको निर्माण, ओरिन्टेसन तथा शिक्षक तालिम, international partner स्कूलहरुको खोजि एवं विभिन्न ८ ओटा प्रोजेक्टहरु सँग सम्बन्धित क्रियाकलापहरु संचालन गर्दै आएको छ । यसको लागि काठमाण्डौ स्थित व्रिटिश काउन्सिलले school ambassador को रुपमा उर्वशी खड्का,क्षेत्रीलाइ फेसिलेटर एवं समन्वयकर्ताको जिमेवारी तोकेको छ । यस अघि बिभिन्न चरणमा व्रिटिटिश काउन्सिलले प्रअ र ISA कोर्डिनेटर शिक्षकलाई यस सम्बन्धमा काठमाण्डौ स्थित पार्क होटेलको ज्ञान रिसर्च केन्द्रमा तालिम प्रदान गरेको थियो ।

विद्यालयले यादव न्यौपाने सरको नेतृत्वमाinternational Collaborative projects अन्तर्गत ताइवानको TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL सँग नेपालको एक सिंगे गैंडा संरक्षणको "SAVE ME,I AM IN DANGER" शिर्षकको प्रोजेक्ट, सावित्री भट्टराई मेडमको नेतृत्वमा स्थानीय बोटे जातिका महिला शसक्तिकरणका लागी" WHAT A FAULT BEING A DAUGHTER ? " शिर्षकको प्रोजेक्टमा दिल्ली स्थित PINEWOOD SCHOOL सँग र अजय महतो सरको नेतृत्वमा पाकिस्तान स्थित GOVT GIRLS ELEMENTARI SCHOOL सङ्ग स्थानीय थारु संस्कृति सँग सम्बन्धित "THARU SPINING STICKS " प्रोजेक्ट शिर्षकमा सहक्रियाकलाफारू संचालन गरेको छ ।

यस्तै गरि In- School Project अन्तर्गत विद्यालमा शन्तोष भण्डारी सरको नेतृत्वमा स्कूल सँगै कमाई गर्ने कार्यक्रम च्याउ खेतिको "Room Room any Room for Mushroom!" शीर्षकको प्रोजेक्ट र किशोर श्रेष्ठ सरको नेतृत्वमा हरियाली बिद्यालय हाता बिकास गर्न "Our School, An Eco-friendly School" शिर्षकको प्रोजेक्टमा बिद्यार्थी सहभागितामा बिबिन्न क्रियाकलाफारू संचालन गरेको छ ।

त्यसैगरि 20% Local Curriculum project अन्तर्गत सुबास बिडारी सरको नेतृत्वमा कक्षा ४ र ५ को लागि "कृषि व्यवसाय-केरा खेती" नामको स्थानीय पाठ्यक्रम निर्माण गरि शिक्षण गरिएको छ । Public Private Partnership project अन्तर्गत बिज्ञान शिक्षक गणेश पौडेल सरको नेतृत्वमा स्थानीय संस्थागत बिद्यालय चितवन आवासीय मावि सँग "**Slow SandFiltration**" शिर्षकको प्रोजेक्टमा क्रियाकलापहरू गरिएको छ । विद्यालयले माया लोहनीको नेतृत्वमा ISA मा तल्ला कक्षाहरुको सहभागिता सुनिस्चित गर्न अंग्रेजी भाषा प्रवर्दन गर्ने उदेश्यले अतिरिक्त प्रोजेक्ट अन्तर्गत"Nepalese Students and English Language" शिर्षकमा भाषा सिकाइको क्रियाकलापहरु संचालन गरेको अवस्था छ ।

यी सबै प्रोजेक्टहरुको संचालनमा शिक्षक इन्द्रनाथ पौडेलले ISA –Coordinator को रुपमा महत्वपूर्ण भूमिका निर्वाह गर्नु भएको छ । सबै प्रोजेक्टहरुमा पाठ्यक्रम केन्द्रित क्रियाकलाप,पार्टनर स्कूलहरु सङ्ग सहक्रियाकलाप,दिगो बिकासका लक्ष्यहरूको कार्यान्वयन,शिक्षकहरुको निरन्तर पेशागत विकास,पाठ्यक्रमको अधिकांस क्षेत्रको प्रतिनिधित्व,सबै उमेर र कक्षाका विद्यार्थीहरुको सहभागिता र वर्षभरि नै किर्याकलाप गर्ने मुख्य लक्ष्य रहेको छ ।

पछिल्लो समय सामुदायिक विद्यालय भए पनि भीमोदय नमूना माविले विद्यालयलाई विद्यार्थी केन्द्रित सिकाइमा जोड दिने नीति अवलम्वन गरेको छ । यहि कारणले हालका दिनहरुमा विद्यालयमा अभिभावक र विद्यार्थीको आकर्षण बढ्दो अवस्थामा पुगेको छ । विद्यालयको वर्तमान प्रधानाध्यापक डा.हरिप्रसाद कंडेल र उँहाको टिम विद्यालयमा सिकाइको नयाँ आयाम भित्राउन निरन्तर लागि परिरहेको कुरा त्यहाका अभिभावकहरु खुसि साथ वाताउँछन । विद्यलाका प्रधानाध्यापक डा.हरिप्रसाद कंडेलका अनुसार आगामी महिना विद्यालयले इन्टरनेशनल स्कूल अवार्डको प्रमाण पत्र प्राप्त गर्ने छ । यस संगै वेलायतका बिद्यालयहरु संग भीमोदयले सहकार्य गर्ने अवसरको ढोका खुल्ने छ ।

खोज्नुहोस्

Video Links

Video Link : https://bhimodayass.edu.np/isafile/Santosh_Bhandari

Parent Circulation

SHREE BHIMODAYA MODEL SECONDARY SCHOOL

KALIKA-5, CHITWAN

Date: 2nd Feb. 2020

Dear parents

This is to notify that we are going to visit Local Mushroom Farm under British Council's International School Award. We request you to permit your child and prepare your child.

Thanks and Regards

Santosh Bhandari
Project Co-ordinator

Principal

SHREE BHIMODAYA MODEL SECONDARY SCHOOL

KALIKA-5, CHITWAN

Date: 8th Feb. 2020

Dear parents

This is to notify that we are going to practice mushroom farming tomorrow at 8 am under British Council's International School Award. We request you and your son/daughter to grant permission to come to school.

Thanks and Regards

Santosh Bhandari
Project Co-ordinator

Principal

BC Evaluation form

No of activity	**6**	**Title of activity**	Mushroom farming
Your Name	Santosh Bhandari		

What impact has this activity had on the pupils involved (at your school or in your local community)?

The students learn about different activities how to cut a straw, soaking process, cleaning process, spawn preparation, medium substrate preparation, spawning, spawn running, ball making, and sanitization of the room and different other activities regarding mushroom farming also Using the paddy straw as a medium, for the nutrition of the mushroom to grow.

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

This activity gives me the experience to teach the student practically. We all staff completely changed the method of teaching activity and of teaching more practically and move towards activity-based teaching method.

Comment on the impact this activity has had on the school generally.

After carrying out of this project the school emphases towards the activity based learning and earning activity. Visit to different farms in search of different activity regarding agriculture work.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

The effective part of this project is to make a mushroom ball as the mushroom is also kind of fungus so we have to disinfectant all the harmful pathogens of the straw and the less effective part is after we make the mushroom ball our 90% of the work regarding mushroom is finished. Just we have to irrigate after 21 days and easily harvest it easily after a week.

ISA Evaluation form

ISA Teacher Activity Evaluation Form

6
Activity number

To be completed by the International co-ordinator:

School name:	Bhimodaya Model Sec. School	LA/Board:	

To be completed by a teacher:

Name:	Kishor Shrestha	Year group of child:	
Title of activity:	Room-Room, any room for Mushroom	Date:	

What impact has this activity had on the pupils involved (at your school or in your local community)?

Mushroom farming brought the positive impact on different aspects of the livelihood of the beneficiaries. It also improves the socio-economic condition of the community.

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

- Increase the annual income.
- Increase in the living standard of people; And
- Household condition of beneficiaries is increased as compared to previous year.

Comment on the impact this activity has had on the school generally.

- Student learn the new activity of the cultivation practice.
- Learn and earn activity.
- They learn the mushroom substrate can be prepared from agriculture waste materials.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

The main challenges include the insufficient investment, unstable farm gate prices & profit margin, poor supply ~~and~~ of the raw materials. Quality of the mushroom spawn & threat of the diseases.

Any other comments?

Thank you for your time and comments.

1/1 ISA Teacher Evaluation

ISA Parent/Guardian Activity Evaluation Form

No of activity	2	Title of activity	Mushroom Farming
Your name	Gopal ji Gupta		
Your child's name	Amit ji Gupta		
Class	10 'c'. plant Science.		

Please comment on the impact this activity has had on your child and in your local community.

- positive impact, they learn how to grow mushroom
- Nutritional quality
- learn & earn

If you have been directly involved in this activity what impact did it have on you?

- How to grow oyster mushroom
- Scientific method of growing mushroom
- Use of different raw material that can be used in mushroom farming.
- quality of the spawn

Any other comments? You may like to mention how this activity can be improved in future

- Increase the annual income.
- Students make pocket money
- the psychology of the student to work and how difficult to grow any agriculture product.
- Respect the work.

ISA Evaluation form

ISA Visitor Evaluation Form

No of activity	6	Title of activity	Room, Room, any, Room for mushroom
Your name	Bharat Prasad Chaudhary		

Please comment on the impact this activity has had on the pupils involved.

Income generation throw out the year
Low investment
Easily avilable of the raw matrial

Please comment on the impact this activity has had on you.

→ Learn the process of how to make the musarom.
→ Learn with students.
→ It can be process into various types of the food.

Please comment on the impact this activity has had on the school generally.

→ Use of waste product as a raw matrail
→ Musrom can be produced and sold with in the 2 to 4 months

If you have any suggestions for how to improve this activity, please comment here.

→ developement of infrastructure should be made.
→ Large scale production should be apply.

ISA Pupil Evaluation Form

No of activity	6	Title of activity	Room Room Any room for Mushroom
Your name	Bhumika Baniya		
Your age	14		
Class	10 'A9'		

What have you enjoyed most about this activity? What did you like best?

Mushroom ball making
Irrigating in the mushroom
Harvesting

What new ideas or information have you learned from this activity?

Make the pencil size hole for the proper aeration after making a ball was the new ideas.

What have you enjoyed least or encountered difficulty with?

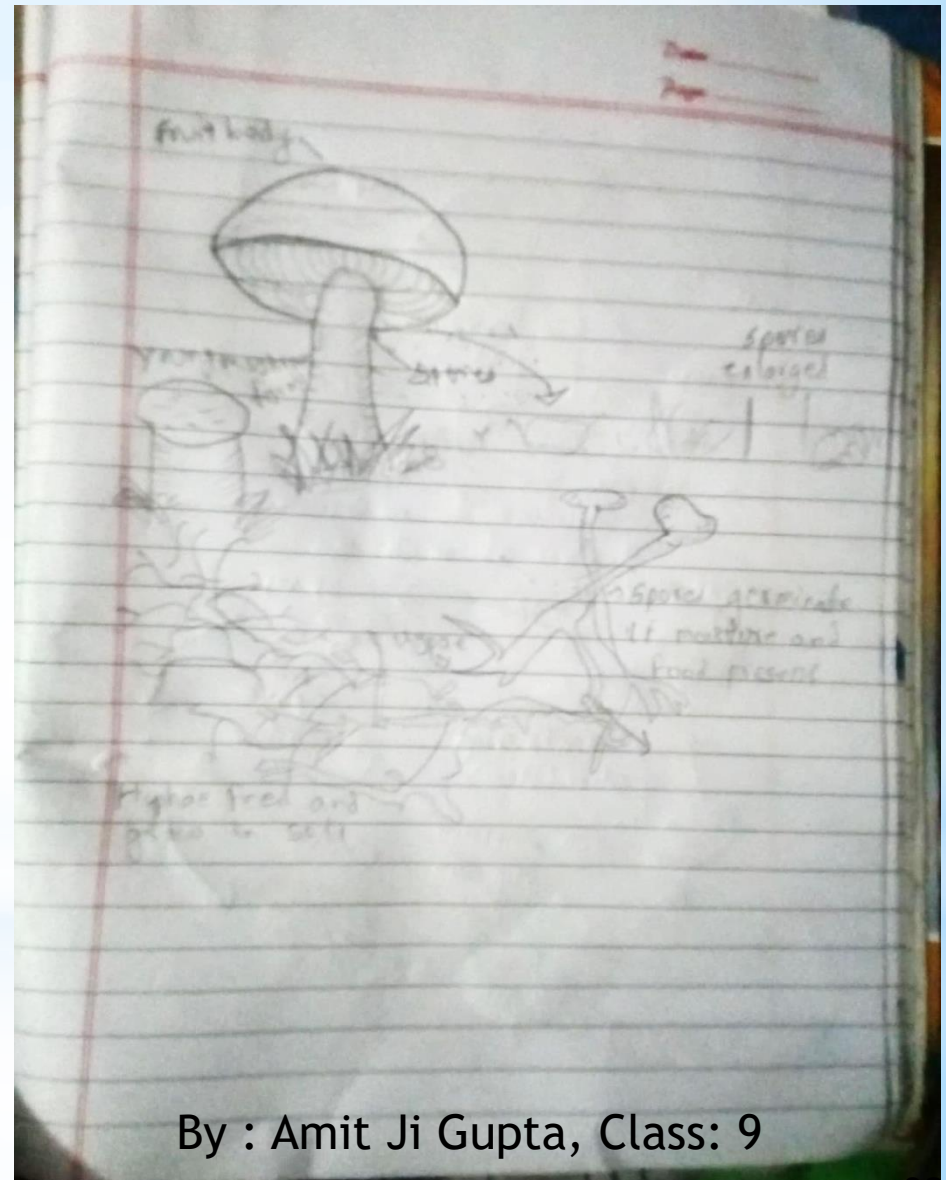
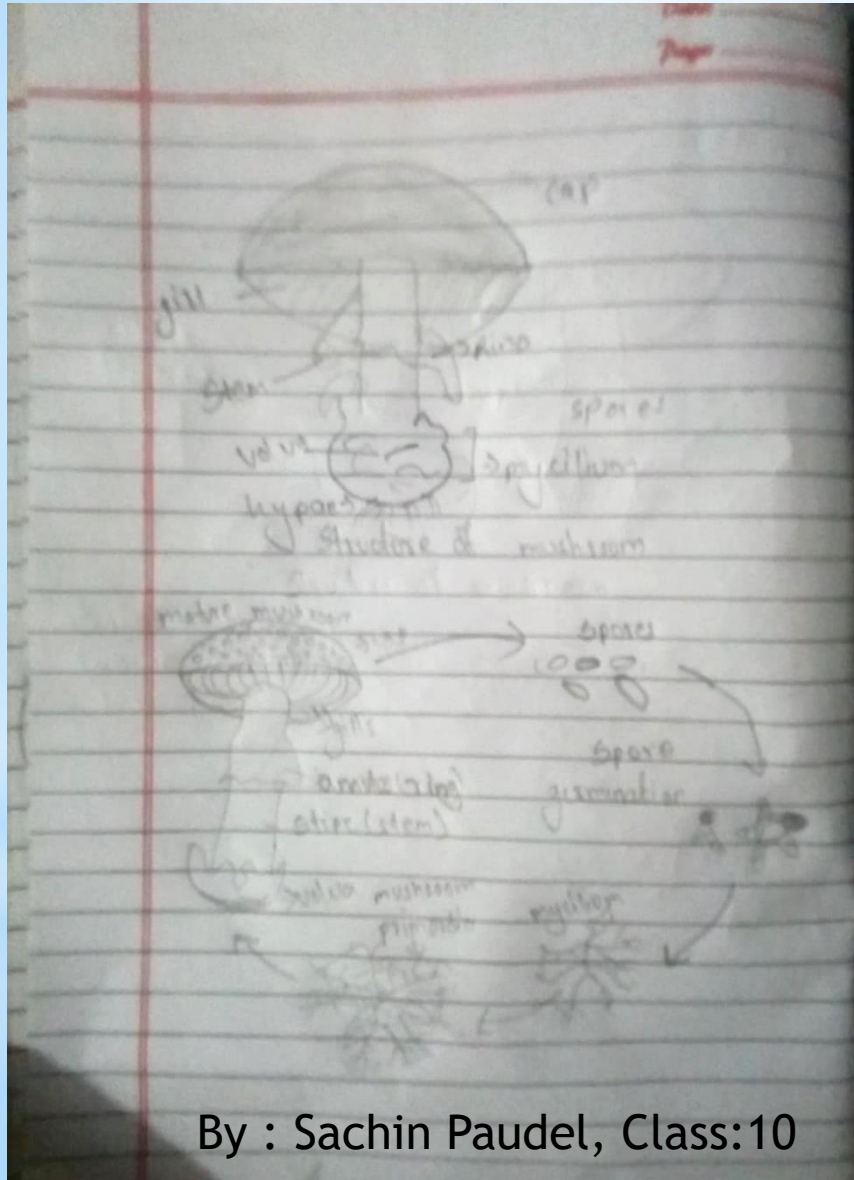
Time requirement for stemming of mushroom is time consuming.

What would you like to change if you did this activity again?

As the mushroom can be grown in short interval, large scale production can generate income.
Humidity, temperature can be maintained, If making the mushroom tunnel then in room.

Student Learn Activity (Life Cycle of Mushroom)

By : Sachin Paudel, Class:10

By : Amit Ji Gupta, Class: 9

Mushroom Tunnel Funded by Ministry of Social Development, Bagmati Province being influenced by our project : “Room Room any Room for Mushroom”

Student's Evaluation

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan
Evaluation sheet on
Room, room any room for Mushroom
[International School Award (ISA)]
British Council

Name:- Anjla Adhakari
class:- 9 (Ag) plant Science

B

Q no: 1) Write the importance of Mushroom Cultivation in Nepal.

a) Small Investment.
b) Possible production all year round.
c) Can be consumed as a food

Q no. 2) Fill in the blanks:
1) Temperature requirement for Oyster Mushroom cultivation is 24-30° °c.
2. The scientific name of Oyster Mushroom is Pleurotus spp.
3. The main medium for growing oyster mushroom is Straw.
4. The time period for harvesting of mushroom is 30 days.

Q no. 3) What are the challenges in Mushroom Growing?
a) Problems of flies and disease while mushroom production.
b) Temperature and humidity fluctuations.

Q no. 4) What impact did the mushroom farming in your community?
-> Develop the skills of mushroom farming.

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan
Evaluation sheet on
Room, room any room for Mushroom
[International School Award (ISA)]
British Council

Name:- Karan Adhikari
class:- 8

B

Q no: 1) Write the importance of Mushroom Cultivation in Nepal.

a) Nutritional value
b) Medicinal value
c) Income generation
d) Employment creation
e) Small investment

Q no. 2) Fill in the blanks:
1) Temperature requirement for Oyster Mushroom cultivation is 24 to 30° °c.
2. The scientific name of Oyster Mushroom is Pleurotus spp.
3. The main medium for growing oyster mushroom is straw.
4. The time period for harvesting of mushroom is 1month.

Q no. 3) What are the challenges in Mushroom Growing?
lack of skill on mushroom production

Q no. 4) What impact did the mushroom farming in your community?
Generation of the income in subtime interval

Student's Evaluation

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan
Evaluation sheet on
Room, room any room for Mushroom
[International School Award (ISA)]
British Council

A

Name:- Salokya Bhattarai
Class:- 10

Q.no: 1) Write the importance of Mushroom Cultivation in Nepal.

Mushroom provides high protein and essential amino acids. It requires relatively less time to grow and harvest mushroom. Farmers can earn profit within a short time.

Q.no. 2) Fill in the blanks:

1) Temperature requirement for Oyster Mushroom cultivation is 24°-30°....c.
2. The scientific name of Oyster Mushroom is Pleurotus spp.
3. The main medium for growing oyster mushroom is straw.
4. The time period for harvesting of mushroom is 1 month.

Q no. 3) What are the challenges in Mushroom Growing?

1. Traditional belief of some communities
2. Lack of awareness of benefits of mushroom.
3.

Q no. 4) What impact did the mushroom farming in your community?

Cultivated mushroom can be sold as a supplement major source of income employment creation.

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan
Evaluation sheet on
Room, room any room for Mushroom
[International School Award (ISA)]
British Council

A

Name:- Amitji Gupta
Class:- 10 (plant science)

Q.no: 1) Write the importance of Mushroom Cultivation in Nepal.

a) Collected or cultivated mushrooms can be sold as a supplemental or major source of income.

b) Can be started as commercial enterprise.

Q.no. 2) Fill in the blanks:

1) Temperature requirement for Oyster Mushroom cultivation is 24-27 °c.
2. The scientific name of Oyster Mushroom is Pleurotus ostreatus
3. The main medium for growing oyster mushroom is straw.
4. The time period for harvesting of mushroom is 35 days.

Q no. 3) What are the challenges in Mushroom Growing?

a) Temperature and relative humidity fluctuation.
b) Spawn being expensive without guarantee of quality.
c)

Q no. 4) What impact did the mushroom farming in your community?

a) Use of agricultural waste as a substrate.
b) Possible production sector all around the year.

Reflection by Project Co-ordinator

Project No 6 : Room Room any Room for Mushroom

At first I would like to thank my school for believing me to be a part of an ISA project entitled "Room Room any Room for Mushroom" launched by British Council and giving me such a great opportunity. As a plant science instructor in Bhimodaya Secondary School, it's my great opportunity to share my knowledge and skill regarding the mushroom farming along with the students.

Mr. Santosh Bhandari

Mushrooms is unique creature in the living world that can be classified as fungi. It has become one of the sources of human food. There has been recent finding of interest in mushroom not only as a health vegetable which is rich in protein but also it is important sources of biologically active compound of medical value. Mushrooms obtain nutrients from organic materials like straw, dead wood, manure, dung, etc. During this project students learn the different activities regarding oyster mushroom farming. They learned how to cut straw, soaking process, cleaning process, spawn preparation, medium substrate preparation, spawning, spawn running, ball making, and sanitization of the room and different other activities regarding mushroom farming. Furthermore this project helps the students as well as parents to learn and earn so agronomic generating activity which can be applied to the small industry. By being involved in learning by experiencing and field visiting , students were able to gain six core skills simultaneously, i.e. 1) Critical Thinking & Problem-Solving, 2) Communication & Collaboration, 3) Creativity & Imagination, 4) Leadership & Personal Development, 5) Digital Literacy and 6) Citizenship. Hopefully, this project also enhances the nutrition in the balance diet of the student and their parents. Thus, this project work is joyful and entertaining for the stakeholders such as teacher student, guardians and others.

Throughout this project I am thankful for students, teachers, parents and school administration for all the help and coordination for completion of this project. Again, I would like to acknowledge our dynamic principal Dr. Hari Prasad Kandel and ISA Coordinator Mr. Indranath Paudel for providing me such a great opportunity to participate as a project coordinator of "Room Room any Room for Mushroom"

Thank you !

Thank You !

Santosh Bhandari
ISA Project Co-ordinator
Bhimodaya Secondary School
santoshafu@gmail.com
+977-9845082200

Project Title :
"Our School, an Eco-friendly School"

Project Head- Kishor Shrestha
ISA Co-Ordinator - Indranath Paudel

Shree Bhimodaya Model Secondary School
Kalika-5, Chitwan, Nepal

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my students, my respective project teachers, our ISA project Coordinator Indranath Paudel as well as our principal Dr. Hari Prasad Kadel who gave me the golden opportunity to do this wonderful project on the topic Our School, an Eco-friendly School, which also helped me in doing a lot of Research and I came to know about so many new things I am really thankful to them.

I am highly indebted to Shree Bhimodaya Model Secondary School for their guidance and constant supervision as well as for providing necessary information regarding the project & also for their support in completing the project.

My thanks and appreciations also go to my colleague in developing the project and people who have willingly helped me out with their abilities.

Action Plan No. 7

Project 7	"Our School, An Eco-friendly School" This Project helps the students to set up and run an environment friendly programme, supporting youth to lead projects creating Eco friendly Environment and encouraging students come to school, helping to inspire their school and community go green. It builds their leadership, communication and teamwork skills as well as their confidence, resilience and wellbeing. Students who participate will take care of the plants and flowers, and the overall maintenance of the greenery in School premises.
Type:	In school project with international dimension.
SDG focus:	SDG No.3 - Good health & well being SDG NO.11-Sustainable cities & communities SDG No. 15 - life on land (plants)
Learning Outcomes	At the end of the project the students will be able to:- • Describe Cultivation practices of ornamental plants shrubs, and trees. • Perform Tagging the ornamental plants, trees & shrubs. • Use gardening tools to cut, trim, and prune trees, flowers & shrubs. • Perform removing rubbish & weeds from the garden sites • Perform Sweep and tidy work areas to maintain cleanliness. • Perform watering cans or garden.
Activities	1) Orientation about the project will be conducted to the students. 2) Students will prepare garden sites and plots using hand tools and machines. 3) Students will Plant more than 50 types of plants & flowers in school premises. 4) Students will Tag the ornamental plants, trees & shrubs. 5) Students will regularly water the plants using the rose cans. 6) Students will Sweep and tidy work in plantation areas. 7) Students will Examine and inspect flowers, plants, and shrubs disease and insects. 8) Students will Move potted plants and shrubs using wheelbarrows or carts. 9) Students will remove rubbish & weeds from the garden sites. 10) Students will keep record information about plants and plant growth and share it in the Assembly. 11) Students will regularly inspect plantation areas to keep the field free from rodents, insects 'pests and describe how to protect them. 12) Students will watch videos & learn new techniques of transplanting shrubs & flowers. 13) Students will write a reflection report of this sustainable practice of eco-friendly school. 14) They will share it with neighboring school students and share in international media / newspapers.

Action Plan No. 7 (Cont.)

Duration of activity	Mid February 2020 to September 2021
Classes / no. of pupils involved	Students of the plant Science & Eco-club committee students /70 Students of PVET (6 – 8)
Countries covered	All over the world
Subjects covered with curriculum link	1) Plant Science : Floriculture of Grade 10 2) EHP : Unit 5 of Grade 9 3) Plant Science : Plant protection of Grade 9 4) PVT of Grade 6 to 8
Teachers responsible	Santosh Bhandari, Kishor Shrestha, Suman Paudel & Subash Bidari
Evaluation methods	✓ Project reports ✓ Teacher reports ✓ Photographs ✓ Student work ✓ Videos ✓ Students Evaluation ✓ BC Evaluation Forms
Evidences	✓ News letter ✓ Photograph ✓ Videos ✓ Activity reports ✓ BC Evaluation form ✓ Student Evaluation Answer Sheet

Activity Cover Sheet

INTERNATIONAL
SCHOOL AWARD

ACTIVITY COVER SHEET

7
Activity Number

School Name: Shree Bhimodaya Model Secondary School	
Title of Activity:	**Our School, an Eco-friendly School**
Teacher responsible:	Mr. Kishor Shrestha
Other staff Involved:	Mr. Santosh Bhandari, Mr. Suman Poudel, Mr. Subash Bidari
Subjects Involved:	Plant Science, EHP, PBTE
Brief details of The aim, content and outcomes of the activity	**Aim**: It is aimed to make the students identify and name the different ornamental plants. Also, they will learn to tag the different ornamental plants. **Activities**: 1. Orientation to the students will conduct about the project. 2. They will prepare garden sites and plots using hand tools and machines. 3. They will Plant more than 50 types of plants & flowers in school premises. 4. They will Tag the ornamental plants used for indoor planting. 5. They will regularly water the plants using the rose cans. 6. They will Sweep and tidy work in plantation areas. 7. They will Move potted plants and shrubs using wheelbarrows or carts.

	8. They will remove rubbish amp; weeds from the garden sites. 9. They will keep record information about plants and plant growth. 10. They will regularly inspect plantation areas to keep the field free from rodents, insects ‘pests and describe how to protect them. 11. Our students will learn new techniques of transplanting shrubs & flowers. 12. Our students will write a reflection report of this sustainable practice of eco-friendly school.
	Outcomes: 1. Students will be able to identify different ornamental plants and tag the plants. 2. Identify the different tools and equipment used in gardening. 3. Make their school periphery greenery. 4. Learn about the plant weeds and how to protect them from pest attack. 5. Learn about the plant growth and the time for pruning the plants.
Period of the activity:	April to August 2020
Number of pupils in the school involved in this activity	33 pupils
Age of pupils involved	10-16 years
Copies of evidence included:	• Photographs • Photographs of orientation program • Pictures of students potting, tagging and sanitation • Evaluation form by teacher, students, parents and Teachers report.

Number and type of evaluation forms included	Pupil	Teacher	Parent	Visitor
	1	1	1	

“Our School, an Eco-friendly School”

Most young people care deeply about environmental issues and wish to make a positive change in the environment around them. The Eco-Schools programme provides an ideal way for fostering environmental awareness in the entire school in a way that links to many curriculum subjects. The primary aim of the Eco-Schools programme is to educate and empower young people to make positive decisions and become change makers for an environmentally sustainable world.

Firstly I informed students of Eco clubs and majorly the plant science about this project and Interested students come to join in this project. We form a committee on the leadership of ISA project leader Mr Kishor Shrestha, ISA project incharge Mr. Indranath Poudel and principal of BMSS Dr. Hari Prasad Kandel. We make a well plan and steps . We decide to continue our project according to our plan and steps .

Formation of project members in the presence of ISA Coordinator

Chairperson :- ISA Co-ordinator : Indranath Poudel
Presence : ISA Member :
Project Head : Kishor Shrestha

Venue : Shree Bhimodaya Model Secondary School, Conference Hall.
Date : 2077-10-18

Agenda :
i) Brief enlightment about the Project title " Our School, An Eco-friendly School"

ii) Nomination of boys and girls leaders for the project.

Attendees :

No.	Name	Class	Signature
1.	Aakriti Simkhada	11 'B'	[signature]
2.	Susmita Poudel	11 'A'	[signature]
3.	Aashish Chaudhary	11 'A'	[signature]
4.	Sandhya Mahato	11 'B'	[signature]
5.	Amit Chaudhary	9 'c'	[signature]
6.	Susma Pariyar	8 'B'	[signature]
7.	Susmita Tamang	11	
8.	Bibika Mahato	11 'A'	[signature]
9.	Pratikshya Karki	9 'D'	[signature]
10.	Kusum Acharya	7 'A'	[signature]
11.	Pradip Sunar	9 'A'	
12.	Alisha Tamang	10 'D'	[signature]
13.	Ankita Thapa Magar	6	Ankita
14.	Anish Paneru	8 'A'	[signature]
15.	Ramit Dhakal	6	Ramit
16.	Sangita Gurung	9 'c'	[signature]
17.	Bhumika Baniya	9 'c'	[signature]
18.	Manisha Mahato	9 'c'	Manisha
19.	Hari Maya Gurung	9 'c'	Harimaya
20.	Puja Bhandari	9 'c'	[signature]
21.	Dristee Phuyal	9 'c'	[signature]
22.	Bandana Bhandari	9 'c'	[signature]
23.	Arjan Sapkota	9 'c'	Arjan
24.	Amit Ji Gupta	9 'c'	[signature]
25.	Hem Narayan Chaudhary	9 'c'	[signature]
26.	Ashish Chaudhary	10 'c'	[signature]
27.	Rohit Pandit	10 'c'	[signature]
28.	Suman Chapagain	10 'c'	[signature]
29.	Ishuk Chaudhary	10 'c'	[signature]
30.	Manisha Dhital	10 'c'	manisha
31.	Amrita Thapa Chhetri	10 'c'	Amrita
32.	Kashi Gurung	10 'c'	kashi
33.	Robishma Thapa	10 'c'	Robishma

After selecting student members from different classes for this project, following agenda were discussed and came to the conclusion as follows :

Decision - 1 :
For the circulation of fresh air inside the classroom, each classes with each inside plant or indoor plants to be planted in a pot.

Decision - 2 :
The periphery of the nursery garden of school to be clean, prunned and to be festilized.

Formation of project members in the presence of ISA Coordinator

मिति २०६६/१०/२०

Chairperson :- ISA co-ordinator : Indranath paudel
presence :- ISA Member :- Santosh Bhandari
project Head :- kishor shrestha

Venue :- Shree Bhimodaya Model secondary school conference Hall

Agenda:-
i) Trimming, Pruning of flower beds in school periphery.
ii) Sanitation activities on school area.

Attendes:
1) Aakriti Simkhada
2) Amit Ji Gupta
3) Aashish Chaudhary
4) Sandhya Mahato
5) Amit Chaudhary
6) Susma Pariyar
7) Susmita Tamang
8) Bibika mahato
9) Pratikshya Karki
10) Kusum Acharya
11) Pradip Sunar
12) Alisha Tamang
13) Ankita thapa magar
14) Anish Paneru
15) Ramit Dhakal
16) Sangita Gurung
17) Bhumika Baniya
18) Manisha mahato
19) Hari maya gurung
20) Puja Bhandari
21) Dristee Phuyal
22) Bandana Bhandari
23) Arjan Sapkota
24) Hem narayan chaudhary
25) Ashish chaudhary
26) Rohit Pandit
27) Suman chapagain
28) Ishuk chaudhary
29) Manisha Dhital
30) Amrita thapa chhetri
31) Koshi Gurung
32) Robishma Thapa
33) Susmita Poudel

Preparing for Plantation

Preparation of Soil Mixture

Mixing coco peat in Soil Mixture

Soaking of coco peat in water

Plantation of different indoor plants by Students

Photos During Tagging of Potted Plants

Sanitation programme conducted around the school periphery

Photos During The pruning of trees and shrubs

Photos During The pruning of trees and shrubs

Field Visit at AADHAR NURSERY, Bharatpur-12

Group Photo of Project Heads in Banner

Project Head with Students in Banner

Video Links

Video Link: https://bhimodayass.edu.np/isafile/Kishor_Shrestha/

Students Feedbacks

BRITISH COUNCIL

ISA project no÷6 "Our school an Eco-friendly school"

My name is Amit chaudhary. I am studying in class '9' now in shree Bhimodaya model secondary school. I am thankfull that I got a chance to participate in this valuable project organize by my school collaborated by British Council. Our project title is "Our school, an Eco-friendly school. we learn how to keep our surrounding environment healthy and sustainable. We also got an opportunity to learn about planting techniques of garden plants. I'm hopeful that we will learn many from this project.

Thank you.

ISA PROJECT NO-6 (Our School, An eco-friendly School.)

My name is Sangita Gurung. I read in grade 9 in Shree Bhimodaya model Secondary School. I involved in ISA project. I am very glad to participate in this project. The topic of our project is "our school, An eco-friendly School".

In this project I have learn to keep our environment neat and clean. We learn how to keep our surrounding environment healthy and sustainable. We also got an opportunity to learn about planting techniques in a pot along with pruning techniques of garden plants. I'm hopeful that we will learn many more from this projects.

Thank you!!

Students Feedbacks

BRITISH COUNCIL

ISA project no:6 'Our School an eco friendly school.

My name is Amit ji Gupta. I am studying in class '9' now in Shree Bhimodaya model secondary school. Through this project i have learnt too many things. Such as how can we keep School surrounding clean and classroom too. I also learnt that, what are the impact of School surrounding that affect us in the different terms. like wise. I also learnt about the method to keep the school surrounding and class room neat and clean. I am feeling glad, that i have participated and the members of this project. It make me proud. I also learnt that how can plant trees in our surroundings and planting plants in the pot which help to keep the environment friendly to the eco system. I also learnt that to how can we manage the waste. I also want to participate in other ISA project in order to learn more new things through them.

Thank you!

News Report to be Published on Newspaper

News Report

Bhimodaya Model Secondary School students plant Fifty different plants under ISA project - "Our school, an eco-friendly school"

Bhimodaya Model Secondary School Kalika-05, Padampur Chitwan has started program "**Connecting students with greenery environment**" in collaboration with British council in school program to obtain international school Award in 2020/2021. Students serve as the primary planters which allows them to take ownership of the project and responsibility for the trees. Students from eco-club, and plant science stream planted 50 different plants in school periphery which will improve the aesthetic appearance of the school making the school more inviting to students, parents, faculty, and the surrounding community.

Students learn the species of plant they will be planting, how to properly handle and plant the plants and the value of plants. During the event, students serve as the primary planters giving them a sense of ownership and responsibility for the project and having plants in the classroom can be a lot of effort if the teacher is solely responsible for their care.

Benefits of Having Plants in the Classroom

1. Plants Freshen the Air that helps to counter CO_2 in the air by releasing oxygen, which helps to **improve brain productivity**.

2. Plants Improve Students Mental Wellbeing

3. Plants Raise Environmental Consciousness

4. Plants Make Great Lesson Subjects

5. Plants Encourage Responsibility

Planting in school grounds does not only provide an aesthetic environment in which students live in but also creates an educational environment that offers teachers the opportunity to teach various subjects and enhance environmental awareness of students. Environmentally based education programs can have a positive effect on student performance in addition to attention and enthusiasm for learning.

Plantation of different indoor plants by Students in Bhimodaya Model Secondary School

News Report Published in the Newspaper

पदमपुरको भीमोदय नमूना माविमा एक दिवसिय होल स्कूल एप्रोच तालिम

Kalika Dainik

चितवन । भीमोदय नमूना माविमा ब्रिटिश काउन्सिलको प्राबिधिक सहयोगमा होल स्कूल एप्रोच तालिम कार्यक्रम सम्पन्न भएको छ ।

देशभरका १२१ बिद्यालय मध्ये कालिका नगरपालिकाको भीमोदय नमूना मावि पनि ब्रिटिश काउन्शिलमा छनोट भएको छ । आज कालिका – १ स्थित आप्पा ब्याङ्केटको सभा हलमा भीमोदय नमूना माविले आफ्नो बिद्यालयको पठन पाठन नयाँ शैलीमा संचालन गर्न विद्यालयका ५४ जना शिक्षक/कर्मचारीहरुलाई एक दिवसिय प्रशिक्षण दिएको छ। बिद्यालयले अब निकट समयमा बेलायतको सरकारी बिद्यालय संग सिकाइमा साझेदारी कार्यक्रम संचालन गर्नेछ । बिद्यार्थी र शिक्षकहरु बीच अन्तरदेशीय रुपमा विभिन्न कुराहरुमा सहकार्य हुनेछ । बिद्यालयले आइएसए (ISA) सर्टिफिकेट प्राप्त गर्नका लागि यो वर्ष आबेदन गरेको छ ।

विद्यालयको आफ्नै आयोजनामा तालिम सम्पन्न भएको हो ।तालिम उद्घाटन कार्यक्रमको प्रमूख अतिथि शिक्षा बिकाश तथा समन्वय प्रमूख भूमिलाल सुबेदी रहनु भएको थियो भने अध्यक्षता बिब्यस अध्यक्ष अमृत श्रेष्ठले गर्नु भएको थियो । बिहान ८।३० बजे देखि बेलुका ६ बजे सम्म तालिम संचालन भएको थियो । ब्रिटिश काउन्शिलका बरिष्ट प्रशिक्षक प्राध्यापक तिर्थ कंडेलले प्रशिक्षण दिनु भएको थियो । तालिमको अन्तमा सहभागी सबैलाई प्रमाणपत्र वितरण गरिएको थियो । तालिम वाट सबै शिक्षक कर्मचारीहरु उत्साहित देखिनु भएको छ । अब भीमोदय माविको पठन पाठन ब्रिटिश काउन्शिलको अन्तराष्ट्रिय पद्दतिमा संचालन हुने कुरा प्रधानाध्यापक डा हरिप्रसाद कंडेलले बताउनु भयो । यसै बर्ष देखि स्टाफ नर्स , संगीत शिक्षक र खेल शिक्षकको समेत व्यवस्था गरिएकोले बिद्यालयको अतिरक्त क्रियाकलाप अझ व्यवस्थित हुने कुरा समेत बताउनु भएको थियो ।

ताजा अपडेट

भीमोदय नमूना माविमा अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न

admin December 28th, 2019

चितवन, कालिका नगरपालिका-५ स्थित भीमोदय नमूना माविमा यू.के.एड द्वारा प्रदान गरिने बिद्यालयको गुणस्तर सम्बन्धि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न भएको छ । बिद्यालय ब्यबस्थापन समितिका अध्यक्षतामा सम्पूर्ण शिक्षक, कर्मचारी, बि.व्य.स. पदाधिकारी र शिक्षक अभिभावक संघ बीच शैक्षिक गुणस्तर सम्बन्धमा ब्यापक अन्तरक्रिया गरिएको थियो । कार्यक्रममा ISA कोर्डिनेटर शिक्षक इन्द्रनाथ पौडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का सम्बन्धमा बिषय प्रवेश गराउनुभएको थियो । बिद्यालयका प्रधानाध्यापक डा. हरिप्रसाद कंडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का लागि बिद्यालयले संचालन गर्नु पर्ने ७ ओटा प्रोजेक्टहरु, त्यसका मापदण्डहरु, अवसर र चुनौतिहरु माथि प्रकाश पार्नु भएको थियो । २०२०-२१ का लागि भीमोदय नमूना मावि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA)को प्रतिस्प्रधामा सहभागी हुदैछ । कार्यक्रममा शिक्षकहरुले आ-आफ्नो जिज्ञासाहरु राख्नुभएको थियो । कार्यक्रममा अमृत श्रेष्ठ र उत्तरकुमार अधिकारीले मन्तब्य राख्नु भएको थियो । छलफल पछि प्रधानाध्यापकको नेतृत्वमा १० सदस्सीय ISA व्यवस्थापन तथा कार्यान्वयन समिति गठन भएकोछ ।

बिद्यालयमा सचालन गर्ने प्रोज्र्क्टहरुका लागि ८ जना प्रोजेक्ट हेडहरु छनोट गरिएको छ । आगामी जनवरी १९ भित्र विद्यालायाले ती प्रोजेक्टकोको एक्सन प्लान ब्रिटिश काउन्शिलमा बुझाउनेछ । बिद्यालयले विदेश स्थित ३ ओटा बिद्यालयहरु र एउटा स्थानिय संस्थागत विद्यालय संग पार्टनरसीप प्रोग्राममा कोलाबोरेसन गर्ने छ । एकओटा स्थानिय पाठ्यक्रमा आधारित प्रोजेक्ट, एउटा भाषा सिकाइ सम्बन्धि प्रोजेक्ट र अन्य दुई ईनस्कूल प्रोजेक्टहरु संचालन गर्नेछ । अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) कार्यक्रम संगै भीमोदयका स्टाफ र बिद्यार्थीहरु बेलायतमा गएर प्रोफेशनल डेभलपमेन्टको शेयारिंग गर्ने अवसर प्राप्त गर्नेछन । त्यसै गरि बिदेशी शिक्षक र बिद्यार्थीहरु भीमोदयमा आउने र संगै सिकाइ गर्ने मौका मिल्नेछ । यसवाट भीमोदय माविको ख्याति अन्तराष्ट्रिय स्तरमा बढ्नेछ । यो अवार्ड प्राप्त गर्न १२ महिनाको अवधिमा अघि भनिएका प्रोजेक्टहरुको सफल संचालन हुनु पर्नेछ । ब्रिटिश काउन्शिलले सहजीकरण तथा मुल्यांकन गर्नका लागि भीमोदय माविमा स्कूल एम्बेसडर तोक्ने छ । प्रस्तावित सबै प्रोजेक्टहरु बिद्यार्थीहरुले लीड गर्ने छन् । सबै उमेर र तहका ७५ % भन्दा बढी बिद्यार्थीहरु प्रत्यक्ष रुपमा प्रोजेक्ट कार्यमा सहभागी हुनु पर्नेछ । प्रोजेक्टहरुले ८० % कन्टेन्ट कभरेज गर्नुका साथै एसडीजी गोल संग लिंक भएको हुनु पर्नेछ । सबै प्रोजेक्टमा ईण्टरनेसनल डाइमेन्सन हुनु पर्दछ । यस कार्यक्रमले भीमोदय माविको पठनपाठन युके बिद्यालय मोडेलमा संचालन गर्न गराउन बाध्य बनाउनेछ । यसले गर्दा बिद्यार्थीहरु ग्लोबली ट्यालेन्ट हुने अवसर निर्माण हुने छ ।

ताजा समाचार

News Report Published in the Newspaper

भर्खरको समाचार / समाचार

भीमोदय नमूना माविको ऐतिहासिक इन्टरनेशनल स्कूल अवार्डको यात्रा

६ दिन अगाडि

यस्तै गरि In- School Project अन्तर्गत विद्यालमा शन्तोष भण्डारी सरको नेतृत्वमा स्कूल सँगै कमाई गर्ने कार्यक्रम च्याउ खेतिको "Room Room any Room for Mushroom!" शीर्षकको प्रोजेक्ट र किशोर श्रेष्ठ सरको नेतृत्वमा हरियाली बिद्यालय हाता बिकास गर्न "Our School, An Eco-friendly School" शिर्षकको प्रोजेक्टमा बिद्यार्थी सहभागितामा बिबिन्न क्रियाकलाफारू संचालन गरेको छ ।

त्यसैगरि 20% Local Curriculum project अन्तर्गत सुबास बिडारी सरको नेतृत्वमा कक्षा ४ र ५ को लागि "कृषि व्यवसाय-केरा खेती" नामको स्थानीय पाठ्यक्रम निर्माण गरि शिक्षण गरिएको छ । Public Private Partnership project अन्तर्गत बिज्ञान शिक्षक गणेश पौडेल सरको नेतृत्वमा स्थानीय संस्थागत बिद्यालय चितवन आवासीय मावि सँग "**Slow SandFiltration**" शिर्षकको प्रोजेक्टमा क्रियाकलापहरू गरिएको छ । विद्यालयले माया लोहनीको नेतृत्वमा ISA मा तल्ला कक्षाहरुको सहभागिता सुनिस्चित गर्न अंग्रेजी भाषा प्रवर्दन गर्ने उदेश्यले अतिरिक्त प्रोजेक्ट अन्तर्गत"Nepalese Students and English Language" शिर्षकमा भाषा सिकाइको क्रियाकलापहरु संचालन गरेको अवस्था छ ।

यी सबै प्रोजेक्टहरुको संचालनमा शिक्षक इन्द्रनाथ पौडेलले ISA -Coordinator को रुपमा महत्वपूर्ण भूमिका निर्वाह गर्नु भएको छ । सबै प्रोजेक्टहरुमा पाठ्यक्रम केन्द्रित क्रियाकलाप,पार्टनर स्कूलहरु सङ्ग सहक्रियाकलाप,दिगो बिकासका लक्ष्यहरूको कार्यान्वयन,शिक्षकहरुको निरन्तर पेशागत विकास,पाठ्यक्रमको अधिकांस क्षेत्रको प्रतिनिधित्व,सबै उमेर र कक्षाका विद्यार्थीहरुको सहभागिता र वर्षभरि नै किर्याकलाप गर्ने मुख्य लक्ष्य रहेको छ ।

पछिल्लो समय सामुदायिक विद्यालय भए पनि भीमोदय नमूना माविले विद्यालयलाई विद्यार्थी केन्द्रित सिकाइमा जोड दिने नीति अवलम्वन गरेको छ । यहि कारणले हालका दिनहरुमा विद्यालयमा अभिभावक र विद्यार्थीको आकर्षण बढ्दो अवस्थामा पुगेको छ । विद्यालयको वर्तमान प्रधानाध्यापक डा.हरिप्रसाद कंडेल र उँहाको टिम विद्यालयमा सिकाइको नयाँ आयाम भित्राउन निरन्तर लागि परिरहेको कुरा त्यहाका अभिभावकहरु खुसि साथ वाताउँछन । विद्यलाका प्रधानाध्यापक डा.हरिप्रसाद कंडेलका अनुसार आगामी महिना विद्यालयले इन्टरनेशनल स्कूल अवार्डको प्रमाण पत्र प्राप्त गर्ने छ । यस संगै वेलायतका बिद्यालयहरु संग भीमोदयले सहकार्य गर्ने अवसरको ढोका खुल्ने छ ।

चितवनको कालिका नगरपालिकामा रहेको सामुदायिक मावि भीमोदय नमुना माध्यमिक विद्यालयले पनि यो वर्षको अक्टुवर महिनामा इन्टरनेशनल स्कूल अवार्ड पाउने दौडको अन्तिम चरणमा रहेको छ । विद्यालयले २०७६ मङ्सिर देखि नै यसका लागि प्रोजेक्ट छनोट, प्रोजेक्ट कोर्डिनेटरहरुको नियुक्ति, विद्यार्थी समुहहरुको निर्माण, ओरिन्टेसन तथा शिक्षक तालिम, international partner स्कूलहरुको खोजि एवं विभिन्न ८ ओटा प्रोजेक्टहरु सँग सम्बन्धित क्रियाकलापहरु संचालन गर्दै आएको छ । यसको लागि काठमाण्डौ स्थित व्रिटिश काउन्सिलले school ambassador को रुपमा उर्वशी खड्का,क्षेत्रीलाइ फेसिलेटर एवं समन्वयकर्ताको जिमेवारी तोकेको छ । यस अघि बिभिन्न चरणमा व्रिटिश काउन्सिलले प्रअ र ISA कोर्डिनेटर शिक्षकलाई यस सम्बन्धमा काठमाण्डौ स्थित पार्क होटेलको ज्ञान रिसर्च केन्द्रमा तालिम प्रदान गरेको थियो ।

विद्यालयले यादव न्यौपाने सरको नेतृत्वमाinternational Collaborative projects अन्तर्गत ताइवानको TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL सँग नेपालको एक सिंगे गैंडा संरक्षणको "SAVE ME,I AM IN DANGER" शिर्षकको प्रोजेक्ट, सावित्री भट्टराई मेडमको नेतृत्वमा स्थानीय बोटे जातिका महिला शसक्तिकरणका लागी" WHAT A FAULT BEING A DAUGHTER ? " शिर्षकको प्रोजेक्टमा दिल्ली स्थित PINEWOOD SCHOOL सँग र अजय महतो सरको नेतृत्वमा पाकिस्तान स्थित GOVT GIRLS ELEMENTARI SCHOOL सङ्ग स्थानीय थारु संस्कृति सँग सम्बन्धित "THARU SPINING STICKS " प्रोजेक्ट शिर्षकमा सहक्रियाकलाफारू संचालन गरेको छ ।

Parent Circulation

SHREE BHIMODAYA MODEL SECONDARY SCHOOL

KALIKA-5, CHITWAN

Date: 10th Feb. 2020

Dear parents

This is to notify that we are going to visit Local Nursery Farm under British Council's International School Award. We request you to permit your child and prepare your child.

Thanks and Regards

Kishor Shrestha

Project Co-ordinator

Principal

BC Evaluation form of Student and Parent

No of activity	6	Title of activity	OUR SCHOOL AN ECO FRIENDLY SCHOOL
Your name	Amit Ji Gupta		
Your age	17 Yrs		
Class	10		

What have you enjoyed most about this activity? What did you like best?

Pruning, training and planting new plant in pot and planting trees in our school environment is one of ~~most~~ the part of this SSA project that I have enjoyed most. I like to plant new ~~trees~~ plant in pot and in our school surrounding.

What new ideas or information have you learned from this activity?

Pruning is done in the plant if there is diseased plant part, wilted part, breaked part and dry part. AND Training is the process of giving frame work to the plant as our wish. Training is done if the plant is over than 2 yrs. These are the new ideas that i have learned from it.

What have you enjoyed least or encountered difficulty with?

I have encountered too many difficulties while performing training and pruning work to the plant. I have no ideas that how to use the training and pruning tools and performing too. But anyway i learned how to use it.

What would you like to change if you did this activity again?

If I did the activity again, I would like to perform the training and pruning activities at school and by teaching these work to the new students who like to perform it. I would ~~also~~ like to add the awarness programme with in the school environment.

No of activity	6	Title of activity	OUR School ECOFRIENDLY SCHOOL
Your name	Manbahadur Gurung		
Your child's name	Hari maya gurung		
Class	10		

Please comment on the impact this activity has had on your child and in your local community.

Through this activity my child is able to perform various activities related to gardening like training, pruning and planting plants too. I am feeling glad that my daughter is utillizing the extra time on it. She is performing his knowledge in the locality for the betterment of environment.

If you have been directly involved in this activity what impact did it have on you?

If i have been directly involved in this activity, it may be too difficult for me, because I have no information ideas and knowledge about it. I can't perform the task. These are the impact on me.

Any other comments? You may like to mention how this activity can be improved in future

I have no any other words that i can say now and i can express my happiness, but i know that it will be more helpful for me and for my child in future use in gardening process and also we can impove the skill and knowledge.

BC Evaluation form

ISA Teacher Evaluation Form

No of activity	7	Title of activity	Our School, an Eco-friendly School
Your name	Kishor Shrestha		

What impact has this activity had on the pupils involved (at your school or in your local community)?

The students learn about different types of ornamental plants and to keep their environment eco-friendly through this project and gained ideas and more information on the given topic through different activities and develop creativity to plant the plants in pot. At the same time, they also learn about the tagging system with their scientific and local name for proper identification of plant.

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

This activity gives me the experience of teaching more practically. I and my peers completely changed the method of teaching and move towards activity-based teaching method.

Comment on the impact this activity has had on the school generally.

After implementation of this project the school focuses towards the activity based learning like visit to different places in search of different ornamental plants and community based learning for making the environment greenery.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

All the activities are beautifully arranged in this project and the effective part of this project is potting the plant with their tags.

ISA Visitor Evaluation Form

No of activity	7	Title of activity	"Our School, An Eco-friendly School".
Your name	Gita Danai		

Please comment on the impact this activity has had on the pupils involved.

This activity made a positive impact on the behaviour of pupils. They got an opportunity to learn about environment awareness and indoor plantation.

Please comment on the impact this activity has had on you.

This activity provided me to learn about the sustainable goals based on eco-friendly environment. This activity also provided the opportunity to buildup mine leadership skills.

Please comment on the impact this activity has had on the school generally.

Interactive teaching learning process enhances sustainable learning among the students and also ensure the quality learning by developing six core skills.

If you have any suggestions for how to improve this activity, please comment here.

strenghten students involvement more and sharing such valuable ideas and knowledge to other school and community

Reflection by Project Co-ordinator

Project No. 7 :

Our School, an Eco-friendly School

At first , I would like special thanks to the British Council for providing such a wonderful opportunity to teach my students with project based learning through ISA project title "Our School, an Eco-friendly School".

This project "Our School, an Eco-friendly School" is our in-school project which is very entertaining and joyful for the children. Almost all the activities included in this project is more learning based that the students learn different ornamental plants with their scientific name. The students were more delighted while preparing the potting mixture for the pot culture which is new for them and excited for tagging those potted plants which they themselves have done. With the aim of making our school environment ecofriendly, they have applied their theoretical learning into the practical learning. The students have examined the plant growth and the right time to prune the trees also. They gave them a good framework for their proper growth and development. Hopefully, this project will sustain more and the students will participate more eagerly for eco-friendly environment of their school and community. As students learned about different ornamental plants, their characteristics and their behavior students are now being more interactive while learning. They also gained knowledge and practical skill.

Mr. Kishor Shrestha

Through this project I got lots of ideas in participatory and activity- based teaching method to enhance my teaching skill which I will incorporate throughout my teaching career. I would like to thank British Council for introducing such a great project which added practical skills to my teaching career and I'm also thankful to my colleagues and people who were involved for all the help they provided throughout the project.

Thank You !

THANK YOU !

INTERNATIONAL SCHOOL AWARD - 2020-21

Bhimodaya Secondary School

Kalika-5, Chitwan Nepal

www.bhimodayass.edu.np

Project- Nepalese Students and English Language

In – School Programme
Project Head – Maya Lohani

Acknowledgement

First of all, I am heartily thankful to the students, parents, all English teachers of Bhimdoaya Model Secondary School and NELTA members of BMSS for their valuable participation and kind co-operation by sharing their personal and professional experiences and perception on this project. Without their support this project wouldn`t have completed.

Specially, I extend my thanks to Mr. Indranath Paudel. ISA project In charge and Dr. Hari Prasad Kandel, principal of BMSS for providing essential information and materials related to this project. While the students were involved in this project, they gained six core skills namely critical thinking and problem solving, collaboration and communication, global citizenship, digital literacy, student leadership and personal development, creativity and imagination.

Last but not least our whole school community express our sincere thanks to all the individuals, school and organizations for their direct and indirect contributions during this project.

Nepalese Students and English Language

It is an in-school program and intended to find out the smallest difficulties regarding English language from the beginning class. It is found that most of the English language learners from Nepal are facing problems with lack of vocabs, pronunciation and in writing due to gap between theory and practice and appropriate direction. So we hope this project assist to heal such kinds of gaps and bring the quality education.

Action Plan No. 8

Project 8	Nepalese Students and English Language The aim of this project is to engage the student in English language learning process. It is an investigation about English language learning in the traditional classroom and also the remedial for its hinders. Especially, this project facilitates the student's communicative skill in English language as well as four skills as included in the curriculum.
Type:	In-school Programme (Supplementary Project)
SDG focus:	SDG No.4 – Quality Educations
Learning Outcomes	At the end of the activity, the students belonging to grade 1 to 3 will be able to: a. Give appropriate response in turn-taking conversation in English language. b. Read the written texts and find the meaning of the difficult words, c. Match the meaning of the words in two columns. d. They can pronounce vocabulary in better way.
Activities	• The activities for this project are organized by concentrating the students' level, interest and school's infrastructure as well as curriculum and class-wise objectives of National curriculum in framework. • They will participate in various activities like group song, role play, games, narrating people, places and things etc. Which is primarily supported their speaking skill. • Students get chance to listen English music, short stories, biographies etc. through electronic media in native speaker voice which help them to understand segmental and suprasegmental features. • They will get ample opportunities to be close with ICT and exercise to use it through internet. • The joy of sharing: - students get chance to read different written materials. Such as newspaper, poems, stories, novel etc. and they must share or report it with their friends. • To touch the four skills, classroom activities run with various games such as Brainstorming, information gap, Reporting, Story competing etc. • Students can speak with native speakers. They can go nearest tourism zone for it. It will assist them to know the dialect of English language and contextual meaning. • Guardians are invited in school in the great day such as 'Father's Day' and 'Mother's Day' and let students to perform their feelings towards guardians through poem, song or in few words. It helps them to know the values of love and family.

Action Plan No. 8 (Cont.)

<table>
<tr><td>Duration of activity</td><td colspan="5">Mid February 2020 to September 2021</td></tr>
<tr><td rowspan="2">Classes / no. of pupils involved</td><td>Class</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>No. of Students</td><td>10</td><td>11</td><td>10</td><td></td></tr>
<tr><td>Countries covered</td><td colspan="5">All over the world</td></tr>
<tr><td>Subjects covered with curriculum link</td><td colspan="5">English</td></tr>
<tr><td>Teachers responsible</td><td colspan="5">Maya Lohani, Indranath Paudel ,Shiva Prasad Sapkota and Shantoshi Regmi</td></tr>
<tr><td>Evaluation methods</td><td colspan="5">Evaluation methods to measure the learning outcome among the pupils
a. Rating scales for songs, role-play, storytelling participation in games etc.
b. Keep students' progress record, considering these criteria; pronunciation, vocabulary, accuracy, interaction and fluency.
c. Peer assessment
d. Feedback from guardians
e. Students' write ups of their experiences
f. Create a Rubric</td></tr>
<tr><td>Evidences</td><td colspan="5">a. Screenshots and photographs of classroom activities
b. Answer sheets
c. Videos of programme
d. Students reports
e. News report
f. BC Evaluation Form</td></tr>
</table>

Activity Cover Sheet

INTERNATIONAL SCHOOL AWARD

School Name:- Shree Bhimodaya Model Secondary School Activity Number: 8

Title of Activity:	Nepalese Student and English Language
Teacher responsible:	Mrs. Maya Lohani
Other staff Involved:	Shiva Prasad Sapkota
Subjects Involved:	English
Brief details of The aim, content and outcomes of the activity	**Aim:** 1. To engage the students in English language learning process 2. To make students able to appropriate response in turn talking conversation in English language 3. To read the written text with less difficulty. **Activities:** 1. Orientation about the project. 2. Roleplay of doctor and patient with equipments 3. Story competition :- done in group 4. Describing picture of animals, fruits and buildings 5. Writing thank you note 6. Using multimedia in teaching learning activities 7. Making chart paper about the festivals 8. Asking question answers

	Outcomes: 1. General concept of ISA 2. Boost vocabulary 3. Enhance their speaking skills and develop confidence in giving short and simple response 4. Build up their communicative skill 5. Learn to work in group 6. Assist to improve in their writing skill 7. Learnt to describe things and materials 8. Learnt to write thank you note 9. Got opportunity to know about Dashain festival 10. Watching stories , songs etc by using multimedia 11. Learnt new words and picked up correct pronunciation 12. Enhanced their comprehensive level			
Partner schools and countries name/s.	In school programme			
Period of the activity:	Mid-February 2020 to October 2021			
Number of pupils in the school involved in this activity	31 pupils			
Age of pupils involved	7-9 years			
Copies of evidence included:	a. Screen sheets and photographs of classroom activities b. Answer sheets c. Videos of programs d. Students reports e. News report			
Number and type of evaluation forms included	Pupil	Teacher	Parent	Visitor
	1	1	1	1

News Report Published in the Newspaper

पदमपुरको भीमोदय नमूना माविमा एक दिवसिय होल स्कूल एप्रोच तालिम

Kalika Dainik

चितवन। भीमोदय नमूना माविमा ब्रिटिश काउन्सिलको प्राबिधिक सहयोगमा होल स्कूल एप्रोच तालिम कार्यक्रम सम्पन्न भएको छ।
देशभरका १२१ बिद्यालय मध्ये कालिका नगरपालिकाको भीमोदय नमूना मावि पनि ब्रिटिश काउन्शिलमा छनोट भएको छ। आज कालिका – १ स्थित आप्पा ब्याङ्केटको सभा हलमा भीमोदय नमूना माविले आफ्नो बिद्यालयको पठन पाठन नयाँ शैलीमा संचालन गर्न विद्यालयका ५४ जना शिक्षक/कर्मचारीहरुलाई एक दिवसिय प्रशिक्षण दिएको छ। बिद्यालयले अब निकट समयमा बेलायतको सरकारी बिद्यालय संग सिकाइमा साझेदारी कार्यक्रम संचालन गर्नेछ। बिद्यार्थी र शिक्षकहरु बीच अन्तरदेशीय रुपमा विभिन्न कुराहरुमा सहकार्य हुनेछ। बिद्यालयले आइएसए (ISA) सर्टिफिकेट प्राप्त गर्नका लागि यो वर्ष आबेदन गरेको छ।

विद्यालयको आफ्नै आयोजनामा तालिम सम्पन्न भएको हो।तालिम उद्घाटन कार्यक्रमको प्रमूख अतिथि शिक्षा बिकाश तथा समन्वय प्रमूख भूमिलाल सुबेदी रहनु भएको थियो भने अध्यक्षता बिब्यस अध्यक्ष अमृत श्रेष्ठले गर्नु भएको थियो। बिहान ८।३० बजे देखि बेलुका ६ बजे सम्म तालिम संचालन भएको थियो। ब्रिटिश काउन्शिलका बरिष्ट प्रशिक्षक प्राध्यापक तिर्थ कंडेलले प्रशिक्षण दिनु भएको थियो। तालिमको अन्तमा सहभागी सबैलाई प्रमाणपत्र वितरण गरिएको थियो। तालिम वाट सबै शिक्षक कर्मचारीहरु उत्साहित देखिनु भएको छ। अब भीमोदय माविको पठन पाठन ब्रिटिश काउन्शिलको अन्तराष्ट्रिय पद्दतिमा संचालन हुने कुरा प्रधानाध्यापक डा हरिप्रसाद कंडेलले बताउनु भयो। यसै बर्ष देखि स्टाफ नर्स, संगीत शिक्षक र खेल शिक्षकको समेत व्यवस्था गरिएकोले बिद्यालयको अतिरक्त क्रियाकलाप अझ व्यवस्थित हुने कुरा समेत बताउनु भएको थियो।

ताजा अपडेट

एमालेले विचार, व्यवहार र आचरणको हिसाबले देशलाई मार्गदर्शन गर्छ: अध्यक्ष ओली

नेकपा एमाले रत्ननगर-१० को अध्यक्षमा एकबहादुर जिसी चयन

देउखुरीमा टाटा सुमो दुर्घटना हुँदा नौ जना घाइते

बाग्मती सफाइ महाअभियान ४ सय ४१ औं हप्तामा

नेकपा एमाले भरतपुर महानगरको सचिवमा अश्विन घिमिरेको उम्मेदवारी घोषणा

नेकपा एमाले कालिका वडा नं.६ को अध्यक्षमा होमबहादुर गुरुङ चयन

भीमोदय नमूना माविमा अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न

admin December 28th, 2019

चितवन, कालिका नगरपालिका-५ स्थित भीमोदय नमूना माविमा यू.के.एड द्वारा प्रदान गरिने बिद्यालयको गुणस्तर सम्बन्धि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) सम्बन्धमा अन्तरक्रिया सम्पन्न भएको छ। बिद्यालय ब्यबस्थापन समितिका अध्यक्षतामा सम्पूर्ण शिक्षक, कर्मचारी, बि.व्य.स. पदाधिकारी र शिक्षक अभिभावक संघ बीच शैक्षिक गुणस्तर सम्बन्धमा ब्यापक अन्तरक्रिया गरिएको थियो। कार्यक्रममा ISA कोर्डिनेटर शिक्षक इन्द्रनाथ पौडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का सम्बन्धमा बिषय प्रवेश गराउनुभएको थियो। बिद्यालयका प्रधानाध्यापक डा. हरिप्रसाद कंडेलले अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) का लागि बिद्यालयले संचालन गर्नु पर्ने ७ ओटा प्रोजेक्टहरु, त्यसका मापदण्डहरु, अवसर र चुनौतिहरु माथि प्रकाश पार्नु भएको थियो। २०२०-२१ का लागि भीमोदय नमूना मावि अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA)को प्रतिस्प्रधामा सहभागी हुदैछ। कार्यक्रममा शिक्षकहरुले आ-आफ्नो जिज्ञासाहरु राख्नुभएको थियो। कार्यक्रममा अमृत श्रेष्ठ र उत्तरकुमार अधिकारीले मन्तब्य राख्नु भएको थियो। छलफल पछि प्रधानाध्यापकको नेतृत्वमा १० सदस्सीय ISA व्यवस्थापन तथा कार्यान्वयन समिति गठन भएकोछ।

बिद्यालयमा सचालन गर्ने प्रोज्र्क्टहरुका लागि ८ जना प्रोजेक्ट हेडहरु छनोट गरिएको छ। आगामी जनवरी १९ भित्र विद्यालायाले ती प्रोजेक्टकोको एक्सन प्लान ब्रिटिश काउन्शिलमा बुझाउनेछ। बिद्यालयले विदेश स्थित ३ ओटा बिद्यालयहरु र एउटा स्थानिय संस्थागत विद्यालय संग पार्टनरसीप प्रोग्राममा कोलाबोरेसन गर्ने छ। एकओटा स्थानिय पाठ्यक्रमा आधारित प्रोजेक्ट, एउटा भाषा सिकाइ सम्बन्धि प्रोजेक्ट र अन्य दुई ईनस्कूल प्रोजेक्टहरु संचालन गर्नेछ। अन्तर्राष्ट्रिय स्कूल अवार्ड (ISA) कार्यक्रम संगै भीमोदयका स्टाफ र बिद्यार्थीहरु बेलायतमा गएर प्रोफेशनल डेभलपमेन्टको शेयारिंग गर्ने अवसर प्राप्त गर्नेछन। त्यसै गरि बिदेशी शिक्षक र बिद्यार्थीहरु भीमोदयमा आउने र संगै सिकाइ गर्ने मौका मिल्नेछ। यसवाट भीमोदय माविको ख्याति अन्तराष्ट्रिय स्तरमा बढ्नेछ। यो अवार्ड प्राप्त गर्न १२ महिनाको अवधिमा अघि भनिएका प्रोजेक्टहरुको सफल संचालन हुनु पर्नेछ। ब्रिटिश काउन्शिलले सहजीकरण तथा मुल्यांकन गर्नका लागि भीमोदय माविमा स्कूल एम्बेसडर तोक्ने छ। प्रस्तावित सबै प्रोजेक्टहरु बिद्यार्थीहरुले लीड गर्ने छन्। सबै उमेर र तहका ७५ % भन्दा बढी बिद्यार्थीहरु प्रत्यक्ष रुपमा प्रोजेक्ट कार्यमा सहभागी हुनु पर्नेछ। प्रोजेक्टहरुले ८० % कन्टेन्ट कभरेज गर्नुका साथै एसडीजी गोल संग लिंक भएको हुनु पर्नेछ। सबै प्रोजेक्टमा ईण्टरनेसनल डाइमेन्सन हुनु पर्दछ। यस कार्यक्रमले भीमोदय माविको पठनपाठन युके बिद्यालय मोडेलमा संचालन गर्न गराउन बाध्य बनाउनेछ। यसले गर्दा बिद्यार्थीहरु ग्लोबली ट्यालेन्ट हुने अवसर निर्माण हुने छ।

ताजा समाचार

News Report Published in the Newspaper

भर्खरको समाचार / समाचार

भीमोदय नमूना माविको ऐतिहासिक इन्टरनेशनल स्कूल अवार्डको यात्रा

६ दिन अगाडि

यस्तै गरि In- School Project अन्तर्गत विद्यालमा शन्तोष भण्डारी सरको नेतृत्वमा स्कूल सँगै कमाई गर्ने कार्यक्रम च्याउ खेतिको "Room Room any Room for Mushroom!" शीर्षकको प्रोजेक्ट र किशोर श्रेष्ठ सरको नेतृत्वमा हरियाली बिद्यालय हाता बिकास गर्न "Our School, An Eco-friendly School" शिर्षकको प्रोजेक्टमा बिद्यार्थी सहभागितामा बिबिन्न क्रियाकलाफारू संचालन गरेको छ ।

त्यसैगरि 20% Local Curriculum project अन्तर्गत सुबास बिडारी सरको नेतृत्वमा कक्षा ४ र ५ को लागि "कृषि व्यवसाय–केरा खेती" नामको स्थानीय पाठ्यक्रम निर्माण गरि शिक्षण गरिएको छ । Public Private Partnership project अन्तर्गत बिज्ञान शिक्षक गणेश पौडेल सरको नेतृत्वमा स्थानीय संस्थागत बिद्यालय चितवन आवासीय मावि सँग "**Slow SandFiltration**" शिर्षकको प्रोजेक्टमा क्रियाकलापहरू गरिएको छ । विद्यालयले माया लोहनीको नेतृत्वमा ISA मा तल्ला कक्षाहरुको सहभागिता सुनिस्चित गर्न अंग्रेजी भाषा प्रवर्दन गर्ने उदेश्यले अतिरिक्त प्रोजेक्ट अन्तर्गत"Nepalese Students and English Language" शिर्षकमा भाषा सिकाइको क्रियाकलापहरु संचालन गरेको अवस्था छ ।

यी सबै प्रोजेक्टहरुको संचालनमा शिक्षक इन्द्रनाथ पौडेलले ISA –Coordinator को रुपमा महत्वपूर्ण भूमिका निर्वाह गर्नु भएको छ । सबै प्रोजेक्टहरुमा पाठ्यक्रम केन्द्रित क्रियाकलाप,पार्टनर स्कूलहरु सङ्ग सहक्रियाकलाप,दिगो बिकासका लक्ष्यहरूको कार्यान्वयन,शिक्षकहरुको निरन्तर पेशागत विकास,पाठ्यक्रमको अधिकांस क्षेत्रको प्रतिनिधित्व,सबै उमेर र कक्षाका विद्यार्थीहरुको सहभागिता र वर्षभरि नै किर्याकलाप गर्ने मुख्य लक्ष्य रहेको छ ।

पछिल्लो समय सामुदायिक विद्यालय भए पनि भीमोदय नमूना माविले विद्यालयलाई विद्यार्थी केन्द्रित सिकाइमा जोड दिने नीति अवलम्वन गरेको छ । यहि कारणले हालका दिनहरुमा विद्यालयमा अभिभावक र विद्यार्थीको आकर्षण बढ्दो अवस्थामा पुगेको छ । विद्यालयको वर्तमान प्रधानाध्यापक डा.हरिप्रसाद कंडेल र उँहाको टिम विद्यालयमा सिकाइको नयाँ आयाम भित्राउन निरन्तर लागि परिरहेको कुरा त्यहाका अभिभावकहरु खुसि साथ वाताउँछन । विद्यालाका प्रधानाध्यापक डा.हरिप्रसाद कंडेलका अनुसार आगामी महिना विद्यालयले इन्टरनेशनल स्कूल अवार्डको प्रमाण पत्र प्राप्त गर्ने छ । यस संगै वेलायतका बिद्यालयहरु संग भीमोदयले सहकार्य गर्ने अवसरको ढोका खुल्ने छ ।

चितवनको कालिका नगरपालिकामा रहेको सामुदायिक मावि भीमोदय नमुना माध्यमिक विद्यालयले पनि यो वर्षको अक्टुवर महिनामा इन्टरनेशनल स्कूल अवार्ड पाउने दौडको अन्तिम चरणमा रहेको छ । विद्यालयले २०७६ मङ्सिर देखि नै यसका लागि प्रोजेक्ट छनोट, प्रोजेक्ट कोर्डिनेटरहरुको नियुक्ति, विद्यार्थी समुहहरुको निर्माण, ओरिन्टेसन तथा शिक्षक तालिम, international partner स्कूलहरुको खोजि एवं विभिन्न ८ ओटा प्रोजेक्टहरु सँग सम्बन्धित क्रियाकलापहरु संचालन गर्दै आएको छ । यसको लागि काठमाण्डौ स्थित व्रिटिश काउन्सिलले school ambassador को रुपमा उर्वशी खड्का,क्षेत्रीलाइ फेसिलेटर एवं समन्वयकर्ताको जिमेवारी तोकेको छ । यस अघि बिभिन्न चरणमा व्रिटिटिश काउन्सिलले प्रअ र ISA कोर्डिनेटर शिक्षकलाई यस सम्बन्धमा काठमाण्डौ स्थित पार्क होटेलको ज्ञान रिसर्च केन्द्रमा तालिम प्रदान गरेको थियो ।

विद्यालयले यादव न्यौपाने सरको नेतृत्वमाinternational Collaborative projects अन्तर्गत ताइवानको TAOYUAN MUNICIPAL WU-LING SENIOR HIGH SCHOOL सँग नेपालको एक सिंगे गैंडा संरक्षणको "SAVE ME,I AM IN DANGER" शिर्षकको प्रोजेक्ट, सावित्री भट्टराई मेडमको नेतृत्वमा स्थानीय बोटे जातिका महिला शसक्तिकरणका लागी" WHAT A FAULT BEING A DAUGHTER ? " शिर्षकको प्रोजेक्टमा दिल्ली स्थित PINEWOOD SCHOOL सँग र अजय महतो सरको नेतृत्वमा पाकिस्तान स्थित GOVT GIRLS ELEMENTARI SCHOOL सङ्ग स्थानीय थारु संस्कृति सँग सम्बन्धित "THARU SPINING STICKS " प्रोजेक्ट शिर्षकमा सहक्रियाकलाफारू संचालन गरेको छ ।

Orientation about Project

Date: December 18, 2020

Chair person :- ISA Co-ordinator : Indranath Poudel
NELTA member : Shiva prasad Sapkota
Project head : Maya Devi Lohani

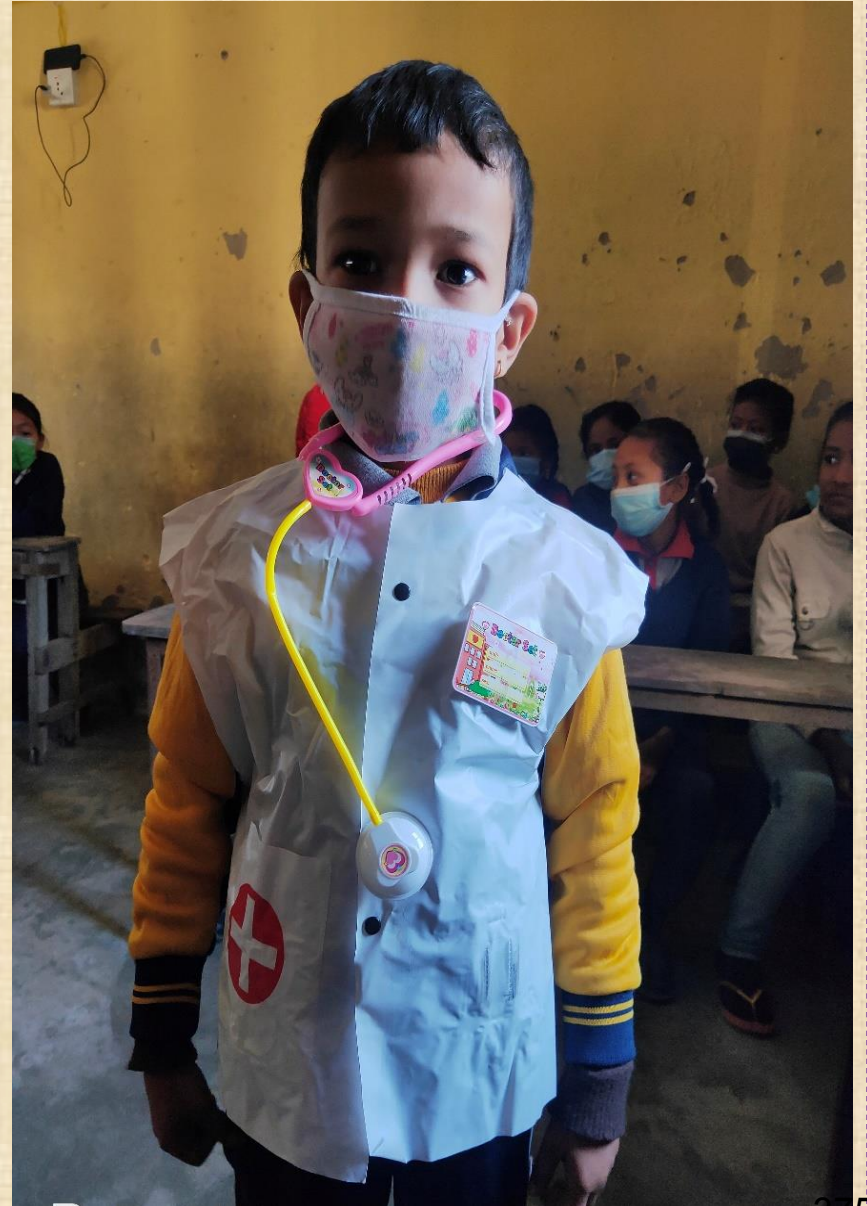
Venue :- Bhimodaya Model secondary school conference hall

Date :- December 18, 2020

Agenda : i. Discussion about this project
ii. Selection of participates
iii. Nomination of ~~boy~~ team leader of this project

Name of Attendees	Class
1. Asbin Subedi	2
2. Bipal Rai	2
3. Jeshal Ghalan	2
4. Ayushma pariyar	2
5. Muskan Adhikari	2
6. Ayush mahato	2
7. Anjila Mahato	2
8. Lisa chaudhary	2
9. Sadiksha Basnet	2
10. Sujan mahato	2
11. Alina Kunwar	2
12. Angat Mahato	3

Orientation about Project

Roleplay of Doctor and Patient

Story Writing Competition

Describing Picture and Video

Writing 'Thank You' Note

Thank you Letter

date- 2078-1-10

Dear mother,

We know you love us and care for us. you are the one who wakes up early morning and do all house works. prepare meals for us. you cleans our clothes. you help us to our read and write. your love for us is pure and unmeasurable. I promise you when I gorw up, I will became a good doctor and make you happy.

Thank you for everythi-ng you do for us.

your daughter
Krishty Chaudhary

Date-2078-1-10

Dear mom,

you are the one person and great person. I want to s you when I back to school. you do hard work forme. I love you mother. Thank you.

Yours son Shailaj

Using Multimedia in Teaching Learning Activities

Student's Evaluation Papers

ISA Project - 2018

Activity: Comprehensive learning using audio-video materials.
Topic: Bad Habits

Name: Shailaj Thapa

1. Match the following. [2]

Column 'A'	Column 'B'
i. Sapling	try or practice
ii. pull out	a small plant
iii. tired	move out or take off
iv. effort	fatigued

B. Write true or false. [2]

a. The boy's name is Tofu. True
b. It is good to let bad habits grow strong. False
c. We can get rid of bad habits. true
d. Wise man teaches a lesson to the boy. true

C. Answer these questions. [6]

a. How many people are sitting for breakfast?
Ans: Two people are sitting for breakfast.

b. Is it bad to talk while food is in our mouth?
Ans: yes, it is bad habit.

c. Did the small boy success to pull out big tree?
Ans: No, he did not.

ISA Project - 2018

Activity: Comprehensive learning using audio-video materials.
Topic: Bad Habits

Name: Sandya Chaudhary

1. Match the following. [2]

Column 'A'	Column 'B'
i. Sapling	try or practice
ii. pull out	a small plant
iii. tired	move out or take off
iv. effort	fatigued

B. Write true or false. [2]

a. The boy's name is Tofu. True
b. It is good to let bad habits grow strong. False
c. We can get rid of bad habits. True
d. Wise man teaches a lesson to the boy. True

C. Answer these questions. [6]

a. How many people are sitting for breakfast?
Ans: Two people are sitting for breakfast.

b. Is it bad to talk while food is in our mouth?
Ans: yes, it is it is bad habit.

c. Did the small boy success to pull out big tree?
Ans: No, he did not.

Making Chart Paper about Festivals

Goddess Durga.

Dashain festival is one of the greatest festival of Nepal. It is celebrated with great joy boy Hindus throughout the country. Dashain is also called Vijaya Dashami. It is the festival that brings happiness and delivers the message of unity among people. Dashain generally falls in the month of Ashwin (sep-oct) lasts for 10 days. Each day has special rituals and activities to be performed. The festival starts from the Ghatasthapana and ends at Vijaya Dashami. On Ghatasthapana day, people sow rice, maize and barley seeds on the pious corner of their house to grow seedlings called Jamara. The first nine days of the festival are Popularly called Navaratri. The goddess Durga is worshipped during this period. These seventh day is known as Fulpati and on this day Jamara is bought to the Human Dhoka, kathmandu from the Gorkha Durbar with the help of the priest. Dashain is main festival of Hindu. I like Dhashain festival so much.

Happy Dashain. 2078

Making Chart Papers about Festivals

Activity : Question/Answer

Activity : Question/Answer

Video Links

Video Link:

1] https://youtu.be/CRgjXa2X4Rg

2] https://youtu.be/S5Fridf9dq4

Group Photo of Project Heads in Banner

Project Head with Students in Banner

Questionnaire for Students

Questionnaire for conversation in english about their daily life.

1. What is your name?
2. In which class do you read?
3. How much time do you brush your teeth in a day?
4. Do you trim your nail weekly?
5. Do you like to eat chocolate?
6. In which time do you go to your bed?
7. Do you wash your uniform yourself?
8. Which is your favourite food?
9. Which subject do you like most?
10. Do you like to play with your friends?

BC Evaluation Forms

ISA Visitor Evaluation Form

No of activity	1	Title of activity	Story Competition
Your name	Shiva prasad Sapkota		

Please comment on the impact this activity has had on the pupils involved.

students got chance to acknowledge with English language. This activity help to reduce their hesitation and shyness in speaking English language.

Please comment on the impact this activity has had on you.

Well Organised with time management, materials, group division of students, team leader of group and reading textbook.

Please comment on the impact this activity has had on the school generally.

Such kind of activity will play the ample role to ~~read~~ establish the self-reading in students and also create the english ~~environment~~ environment

If you have any suggestions for how to improve this activity, please comment here.

Rather than ground I suggest to manage peaceful environment for this activity with more time. such as library or hall room etc.

ISA Evaluation Forms - Full Award

ISA Teacher Evaluation Form

No of activity	~~A#~~ 2	Title of activity	Role play of doctor & patient
Your name	Maya Devi Lohani		

What impact has this activity had on the pupils involved (at your school or in your local community)?

Students became aware of various health problems, such as: stomach ache, toothache, common cold and fever. They got sense about personal hygiene and healthy food. They also enhanced their vocabs.

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

I was fully content by seeing students keen to learn about aforementioned health problems and they were learning new vocabs easily and talking to their friends without hestitation. It means this activity was fully child friendly.

Comment on the impact this activity has had on the school generally.

Minor classes are involving in turn-talking conversation. It will brings positive impact in school especially to create english speaking environment and they will be aware about their health problems.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

Using costume and apparatus of doctor was the most effective part of this activity because it made the students exciteed but having it in limitation and limit time wasn't good as we couldn't get enough time to address students willingness properly.

BC Evaluation Forms

ISA Parent/ Guardian Activity Evaluation Form

No of activity	6	Title of activity	writing Thank you note.
Your name	Kamal Basnet		
Your child's name	Siwani Basnet		
Class	3		

Please comment on the impact this activity has had on your child and in your local community.

my daughter was slacker. she used to avoid read and write especially english subject but nowdays. she is exeited to read and write english. she has improved her hand writting too.

I could see the real condition of students and could decide it this activity was enough or other requirement are needed.

Any other comments

As I got thank you note from my daughter I felt that on every ocasion and special day students must get change to write about it as it helps them to know about our castom and improve their writing skill.

ISA Evaluation Forms – Full Award

ISA Pupil Evaluation Form

No of activity	5	Title of activity	
Your name	Shailaj Thapa		
Your age	six		
Class	one		

What have you enjoyed most about this activity? What did you like best?

me and my friends enjoyed it.

What new ideas or information have you learned from this activity?

I Learn to speak English language.

I understand questions and know answer but difficult to say in English language.

What would you like to change if you did this activity again?

we need more time and practice.

ISA Evaluation Forms – Full Award

Self Reflection from Project Head

Project No. 8
Nepalese Students and English Language

At first, I would to thank the British council for giving such a great opportunity to be part of the ISA project. Teaching primary levels students about English language is an important task as English language has become an international language and it has created a kind of interest and craze in Nepalese students too.

All the activities in the project "Nepalese students and English language" are designed on the base of National curriculum framework 2063 and to meet the interest of young students regarding this language. Among the our seven projects it was as in-school programme and students of grade one to three were involved. Various activities that mentioned in the action plan were done, like orientation, writing thank you note, role play, using multimedia in teaching learning activities, turn-talking, describing, pictures and making chart paper and writing short paragraph about the festivals they celebrate.

Maya Lohani

The most interesting and innovate part of this project is students got knowledge about English language is pronunciation, meaning in general which help to boost their vocabs and their communication skills and level of confidence.

At last I must say that the project "Nepalese students and English Language" helped me to enhance my language skills, implement new methods and technology in teaching learning activities. I must say that It will be proved as a good experience in my future teaching career which was possible because of British Council ISA project and I would like to thank students, teachers, parents. ISA coordinators of my school and the principal of our school BMSS for their kind cooperation during the period of the project.#

Thank You !

Challenges we face during the project works

- It remained our first project and was very slow initially as we didn’t have ideas how to start the activities even we prepared action plans.
- Took long time then the time mentioned in the action plan due to partner schools problem.
- Difficult to conduct the video conference due to low band of internet facilities here.
- Partner school of Taiwan has different time zone than ours. Hardly manage it for the suitable time for both.
- Rhino conservation project is difficult and time consuming as well as costly.
- Difficulty in managing the busy schedule of our teachers as they have high work load in routine .
- Tharu spinning stick dance training from expert ,instrument and uniform cost more for it.
- Covid Pandemic has created more obstacles to conduct the programme.

Thank you

Future Plans

We envisage that the current level of global work will be maintained within the school curriculum. We would like to see more opportunities arising four global works in subjects such as science, math information communication technology (ICT) and inter-school competition.

We also want to make the association with British Council for a long duration in terms of ISA by spreading the message of importance of globalised education. We will strive to create community, parents and teachers who support each other in making the school best one. We hope to initiate our exchange programme among students and are keen to start this for the next academic year. We have taken steps to develop lot of cultural experiences in children as they learn to explore the culture of different countries.

Planning for the next three years:

a. Beginning of exchanging programme with other schools for a longer duration than the existing situation.
b. Biodiversity
c. Enhancing global citizenship
d. Design language skill development programme for all.
e. Implement professional development programme for staffs.
f. Preservation of Local Culture and Customs by organizing regular celebration on the special ceremony
g. To promote learn and earn programme by means of mushroom farming, banana farming, papaya farming and bee keeping.
h. Review the curriculum impact within current global links and engage in lot of curricular and extra-curricular work.

Ambassador's Role

British Council has assigned Mrs. Urvashi Chauhan Khadka as a School Ambassador for our school project. She has assisted us in numerous way during the project period.

Our school is really indebted to our BCSA and other helping hands for their continuous support and guidelines for the fulfilment of our projects. Our school was getting help from the ambassador especially in the following area.

a. Sending regular information from British Council.
b. Assisting and giving guidance in every step of our project activities
c. Giving regular feedback to add the missing activities in our project activities
d. Notifying us to participate in BC program
e. Connecting us to the international partners
f. Conducting ZOOM Session for orientation of school staff and ISA Team.
g. Review and Revising action plan and ISA Policy
h. Inspiring and encouraging Project head to continue and accomplish the project work.

Finally we would like to thank Mrs. Urvashi Chauhan Khadka for her continuous assessment and constructive feedback. Hence, we acknowledge British Council for introducing the amazing and outstanding program.